

# Unit Planning Guide

## 2

### UNIT PACING CHART

Unit 2		Chapter 6	Chapter 7	Chapter 8
Day 1	Unit Opener, Reading Social Studies	Chapter Opener, Section 1	Chapter Opener, Section 1	Chapter Opener, Section 1
Day 2		Section 2, Issues to Debate	Section 2	Section 2
Day 3		Section 3	Section 3	Section 3
Day 4		Section 4, Chapter Review, Visual Summary	Section 4, Chapter Review, Visual Summary	Section 4, Landmark Supreme Court Case Studies
Day 5		Chapter Assessment	Chapter Assessment	Chapter Review, Visual Summary
Day 6			TIME Reports	Chapter Assessment
Day 7				Analyzing Primary Sources



Teacher to Teacher



**Frank Hobby,**  
Lake Norman  
High School,  
Mooresville, North  
Carolina

**Congressional Committee Assignment** Divide the class into four or five groups to act as congressional committees. Each committee is assigned the task of writing a bill. (I find writing a bill on a school rule that should be implemented works the best.) After about ten minutes, each committee will exchange bills with another. The committee is free to make any changes to the bill as long as a majority of the committee agrees to the change. After about five minutes, the bills are exchanged again and the process is repeated until all committees have input on each bill. The bills are finally given to the original committee so that they may see the changes. Students will understand the active role that congressional committees play in the legislative process. This activity could continue with a debate and vote on each bill, with the class acting as a chamber of Congress. A majority vote would be needed to pass.

## Author Note

### Dear Social Studies Teacher:

Our national government as described in Unit 2 is based on a key constitutional principle—the separation of powers. As we know, the Founders gave each of the three branches powers that can be used to check and balance the actions of the other branches. A national government organized in this way divides responsibilities for making public policy. As the daily headlines constantly remind us, nothing in this arrangement requires the president and Congress to cooperate with each other. Inevitably the Supreme Court becomes involved in adjudicating disputes between the contending branches and thereby continuously adjusts the balance of power among the branches.

The practical impact of separation of powers is clearly evident in the national government's efforts to respond to threats to our national security from international terrorism. The wars in Iraq and Afghanistan, the Patriot Act, the creation of special prisons for suspected terrorists, and countless other public policies dramatically illustrate how this principle can put the separate branches of government at odds with each other. The war in Iraq is an example. In 2003, as part of the war on terror, Congress authorized the president to use force against Iraq. However, as the Iraq war continued over several years, Congress then searched for ways to limit or control the president's conduct of that war.

Throughout our history, separation of powers has helped us maintain a national government strong enough to be effective and yet constrained enough to safeguard our individual liberties. The threats posed by international terrorism are creating new challenges for this time-honored principle. Only time will tell if this principle will continue to serve us as well in the future as it has in the past.



*Richard C. Geary*

Author



## Unit Objectives

After studying this unit, students will be able to:

- Identify the structure and functions of the legislative branch, or Congress.
- Analyze the duties, qualifications, and powers of the president and other members of the executive branch.
- Recognize the structure and authority of federal courts and relate Supreme Court decisions to the United States Constitution.

## Did You Know?

One person is officially responsible for the entire United States Capitol Complex, which includes the Capitol, the congressional office buildings, the Library of Congress buildings, the Supreme Court building, the U.S. Botanic Garden, the Capitol Power Plant, and other buildings. That person—the Architect of the Capitol—oversees the maintenance, operation, development, and preservation of every existing building and any others that may be added. The Capitol Architect reports to Congress and becomes an official of the legislative branch when the Senate confirms the appointment. Although the nation has had an Architect of the Capitol since George Washington selected Dr. William Thornton in 1793, the job has grown dramatically.

# The National Government



Aerial view of Washington, D.C., the Capitol, and the National Mall

170

## Activity: Launching the Unit

**The National Government Ask:** **What are the branches of the national government and what duties does each branch have?** (The national, or federal, government consists of three branches as described by the Constitution: the legislative branch (Congress), the executive branch (the president, the cabinet, and federal agencies), and the judicial branch (the U.S. Supreme Court and other courts of

the federal court system). The legislative branch passes laws, the executive branch enforces laws, and the judicial branch reviews laws for constitutionality. Each branch has many duties within these broad descriptions, as well as other duties that serve the American people.) **OL**

★ **Chapter 6** The Legislative Branch

★ **Chapter 7** The Executive Branch

★ **Chapter 8** The Judicial Branch

## Be an Active Citizen



The Constitution states that the power in government lies with the people. In our federal system of government, the executive, legislative, and judicial branches share the responsibility of governing the nation. Read about your responsibilities as a citizen in preparing to vote for officials who express your point of view.

## Be an Active Citizen



Do your students know the decision-making process that precedes a constituent's and a legislator's vote? Organize students into three groups. Present them with scenarios 1, 2, and 5 from [www.ncsl.org/public/trust/democracylesson/DemocracyLessonPlanRepresentationHandoutB.htm](http://www.ncsl.org/public/trust/democracylesson/DemocracyLessonPlanRepresentationHandoutB.htm) as well as the modified chart on this sheet. Have groups consider each point as they formulate their group's vote on each scenario and complete the chart. Reconvene the class. Present students with the same scenarios from a legislator's viewpoint (see [www.ncsl.org/public/trust/democracylesson/DemocracyLessonPlanRepresentationHandoutC.htm](http://www.ncsl.org/public/trust/democracylesson/DemocracyLessonPlanRepresentationHandoutC.htm)). Discuss factors that cause legislators to depart from the views of their constituents.

171

## More About the Photo

**Visual Literacy** In 1793, construction began on the Capitol. For over a century, this was the only building created for the national legislature. It housed not only Congress but also the Supreme Court, district courts, and the Library of Congress. As the nation grew, so did the Capitol. By 1892, the Capitol had reached its current appearance and size with the exception of the east front extension in the late 1950s/early 1960s and

the infill areas of the courtyard in the early 1990s. In 1897, the crowded Capitol saw the departure of the Library of Congress. It now resides in the Thomas Jefferson Building. The House and Senate soon got their own buildings, with later additions. Add to that a federal judiciary building, a power plant, a botanic garden, and others to create today's massive Capitol Complex.



## Why Finding the Main Idea Is Important

Locating the main idea and its supporting details is an essential skill for understanding many kinds of writing, from textbooks to essays to news articles. By identifying supporting details, students are better able to remember key information about the content. When they analyze persuasive writing, they can use the skill as a step toward determining whether the details an author provides are adequate to support the author's arguments.

## 1 Learn It!

Read the following statement aloud: "The power of the U.S. government is divided between the three separate branches." Have volunteers provide details that support the statement. Tell students that details can answer such questions as *why*, *when*, and *how*. **OL**

## Finding the Main Idea

### 1 Learn It!

Main ideas are the most important ideas in a paragraph, section, or chapter. Supporting details are facts or examples that explain the main idea.

- Read the paragraph below. Notice how the main idea is identified.
- The sentences that follow are the supporting details.

<b>Main Idea</b>	<p>Our Constitution explains not only what Congress may do but also what it may <i>not</i> do. Some limitations are imposed by the Bill of Rights. The purpose of the Bill of Rights was to limit or deny certain powers to the federal government. For example, Congress may not pass laws that restrict freedom of speech, or ban freedom of religion.</p> <p style="text-align: right;">—from page 188</p>
<b>Supporting Details</b>	

### Web Diagram

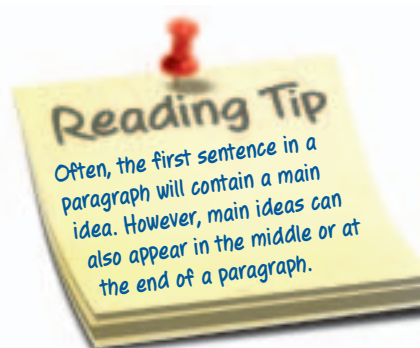
A web diagram can organize the main idea and supporting details.

**Our Constitution explains not only what Congress may do but also what it may *not* do.**

Some limitations are imposed by the Bill of Rights.

The purpose of the Bill of Rights was to limit or deny certain powers to the federal government.

For example, Congress may not pass laws, restrict freedom of speech, or ban freedom of religion.



**Finding the Main Idea** Students can use clues in a written document to help them identify main ideas. Headings and subheadings often provide such clues by indicating a topic or theme that applies to the information grouped under that topic. Remind

students that, as in the sample paragraph on this page, the first sentence of a paragraph often—though not always—states the main idea. Ask students to choose a paragraph from one of the sections in Chapter 6 and identify the main idea. **ELL**

## 2 Practice It!

**Main idea:** The president commander in chief of the nation's armed forces.

**Supporting details:** The president can use force to back up foreign policy; the president is head of the army, navy, air force, marines, and coast guard; the top commanders of all branches of service are subordinate to the president. Now have students close their books and ask a volunteer to summarize the main idea and details in his or her own words. **OL**

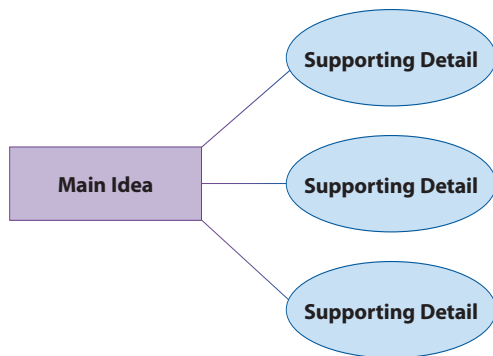
## 3 Apply It!

Bring to class a collection of news articles and opinion essays from newspapers and news-magazines. Divide the class into small groups and have each group analyze a different piece of writing to identify the main idea and supporting details. After they have finished the work, have the class discuss the process. **OL**

## 2 Practice It!

Read the paragraph. Draw a graphic organizer like the one below to show the main idea and supporting details.

People contribute to their communities in countless ways, working independently or as part of volunteer groups both large and small. Perhaps you know a mom or dad who is active in the PTA (Parent Teacher Association) or leads a Scout troop. Your friends and you might spend a Saturday cleaning up a highway or preparing holiday baskets for needy families. Retirees mentor school children, record books for the blind, and lead museum tours.



### Read to Write Activity

Read the Main Idea on page 185. Use it as a topic sentence and add supporting details to create a complete paragraph.



▲ A volunteer highway cleanup crew

## 3 Apply It!

Identify one main idea and its supporting details for:

- Chapter 7; Section 2
- Chapter 8; Section 3

**Summarizing** In writing summaries, students read a text to identify the most important ideas and concepts and only the most essential details. Have students write a brief summary of a subsection of this chapter.

Then have students exchange summaries and compare their partners' work to the original. Ask students to comment on whether their partners' writing adequately summarizes the original. **AL**

# Chapter Planning Guide



## Key to Ability Levels

<b>BL</b> Below level	<b>AL</b> Above level
<b>OL</b> On level	<b>ELL</b> English Language Learners

## Key to Teaching Resources

Print Material	DVD
CD-ROM	Transparency

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Section 4	Chapter Assess
BL	OL	AL	ELL								
					<b>FOCUS</b>						
BL	OL	AL	ELL		Daily Focus Skills Transparencies		6-1	6-2	6-3	6-4	
					<b>TEACH</b>						
BL	OL		ELL		Reading Essentials and Note-Taking Guide*		p. 52	p. 55	p. 58	p. 61	
BL	OL	AL	ELL		Content Vocabulary Activity, URB*		p. 21	p. 21	p. 21	p. 21	
BL	OL	AL	ELL		Academic Vocabulary Activity, URB		p. 23	p. 23	p. 23	p. 23	
	OL				Biography Activity, URB				p. 25		
BL	OL	AL	ELL		Writing Skills Activity, URB				p. 27		
	OL	AL			Critical Thinking Skills Activity, URB			p. 29			
BL	OL	AL	ELL		Chart, Graph, and Map Skills Activity, URB			p. 31		p. 31	
BL	OL	AL	ELL		Differentiated Instruction, URB		p. 33				
BL	OL	AL	ELL		School-to-Home Connection Activity, URB*		p. 35	p. 35	p. 35	p. 35	
BL	OL		ELL		Guided Reading Activities, URB*		p. 39	p. 40	p. 41	p. 42	
BL	OL	AL	ELL		Writer's Guidebook	✓	✓	✓	✓	✓	✓
	OL	AL			Primary Source Document Library CD-ROM	✓	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Vocabulary PuzzleMaker CD-ROM	✓	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Daily Lecture & Discussion Notes (in Pres. Plus)		✓	✓	✓	✓	✓
BL	OL	AL	ELL		StudentWorks™ Plus DVD		✓	✓	✓	✓	✓
BL	OL	AL	ELL		Section Video Program		✓	✓	✓	✓	
BL	OL	AL	ELL		TIME Interpreting Political Cartoons Transp.				Ch. 6		
BL	OL	AL	ELL		Writing Process Transparencies	✓	✓	✓	✓	✓	✓

Note: Please refer to the *Unit Resource Book: The National Government* for this chapter's URB materials.

\* Also available in Spanish



- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

Levels						Resources	Chapter Opener	Section 1	Section 2	Section 3	Section 4	Chapter Assess
BL	OL	AL	ELL									
						<b>TEACH</b> <i>(continued)</i>						
<b>Teacher Resources</b>						<b>Building Academic Vocabulary</b>	✓	✓	✓	✓	✓	✓
						<b>Strategies for Success</b>	✓	✓	✓	✓	✓	✓
						<b>Teacher's Guide to Differentiated Instruction</b>	✓	✓	✓	✓	✓	✓
						<b>Graph Tool CD-ROM</b>	✓	✓	✓	✓	✓	✓
						<b>Presentation Plus! DVD</b>	✓	✓	✓	✓	✓	✓
						<b>ASSESS</b>						
BL	OL	AL	ELL			<b>Quizzes and Tests*</b>		p. 64	p. 65	p. 66	p. 67	p. 68
BL	OL	AL	ELL			<b>Authentic Assessment with Rubrics</b>				p. 10		
BL	OL	AL	ELL			<b>Standardized Test Practice</b>		p. 11	p. 11	p. 11	p. 11	p. 11
BL	OL	AL	ELL			<b>ExamView® Assessment Suite CD-ROM</b>		6–1	6–2	6–3	6–4	Ch. 6
BL	OL	AL	ELL			<b>Interactive Tutor Self-Assessment CD-ROM</b>	✓	✓	✓	✓	✓	✓
						<b>CLOSE</b>						
BL			ELL			<b>Reteaching Activity, URB</b>		p. 37	p. 37	p. 37	p. 37	
BL	OL		ELL			<b>Reading and Study Skills Foldables™ Activity</b>	p. 60	p. 61	p. 61			
BL	OL	AL	ELL			<b>Civics Today in Graphic Novel</b>	p. 15		p. 15			
BL	OL	AL	ELL			<b>Graphic Organizer Transparencies &amp; Strategies</b>	✓	✓	✓	✓	✓	✓



## Comparing and Contrasting

### Technology Product

Glencoe's *Skillbuilder Interactive Workbook CD-ROM* provides self-paced instruction, practice, and assessment of key skills your students need in social studies, including comparing and contrasting. The *Skillbuilder Interactive Workbook*

- lets students learn, practice, and assess their knowledge of social studies skills.
- lists key terms and a glossary where appropriate.
- includes a **Management System** to create class rosters and monitor student progress.

### Objective

The *Skillbuilder Interactive Workbook* help students

- learn and practice comparing and contrasting;
- identify areas for reinforcement.

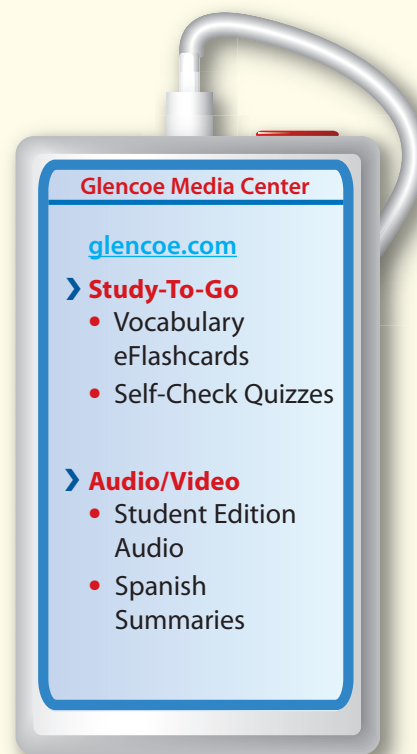
### Steps:

Provide students with the following information:

- Select **Comparing and Contrasting** from the Main Menu page. Then select one of the options.
- The **Instruction** option on the Activities page provides a step-by-step tutorial to learn the skill being taught, along with an audio component.
- The **Guided Practice** section presents comprehension questions to review the material covered in the Instruction section. Questions include multiple choice, true/false, fill-in-the-blank, and drag-and-drop types.
- The **Assessment** section includes 10 questions that test student mastery of skill.
- Have students complete the activity and use the Management System to monitor their progress.



	Student	Teacher	Parent
Beyond the Textbook	•	•	•
Chapter Overviews	•	•	•
Concepts in Motion	•		•
ePuzzles and Games	•		•
Glencoe Teaching Today		•	
Literature Connections		•	
Multi-Language Glossaries	•		•
Online Student Edition	•	•	•
Section Videos	•	•	•
Self-Check Quizzes	•		•
Student Web Activities	•		•
Study Central™	•		•
TIME Current Events	•		•
Vocabulary eFlashcards	•		•
Web Activity Lesson Plans		•	



## Reading List Generator CD-ROM

## BOOKLINK 3

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

### Leveled reading suggestions for this chapter:

#### For students at a Grade 7 reading level:

- *You Want Women to Vote, Lizzie Stanton?* by Jean Fritz

#### For students at a Grade 8 reading level:

- *Marian Wright Edelman: Defender of Children's Rights*, by Steven Otfinoski

#### For students at a Grade 9 reading level:

- *The Story of Rachel Carson and the Environmental Movement*, by Leila M. Foster

#### For students at a Grade 10 reading level:

- *The Great Depression and the New Deal: America's Economic Collapse and Recovery*, by Anne E. Schraff

#### For students at a Grade 11 reading level:

- *Thurgood Marshall, Champion of Justice*, by G.S. Prentzas

## READING SUPPORT FROM JAMESTOWN EDUCATION

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.
- **Content Vocabulary Workout** (Grades 6–8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe's Middle School Social Studies texts. [www.jamestowneducation.com](http://www.jamestowneducation.com)

## KEY Teacher Wraparound

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

**R** **Reading Strategies** activities help you teach reading skills and vocabulary.

**C** **Critical Thinking** strategies help students apply and extend what they have learned.

**D** **Differentiated Instruction** activities provide instruction for students learning to speak English, along with suggestions for teaching various types of learners.

**S** **Skill Practice** strategies help students practice historical analysis and geography skills.

**W** **Writing Support** activities provide writing opportunities to help students comprehend the text.

Teaching strategies and activities have been coded for ability level appropriateness.

**AL** Activities for students working above grade level

**OL** Activities for students working on grade level

**BL** Activities for students working below grade level

**ELL** Activities for English Language Learners

## Focus

### Why It Matters

**Ask:** Why might your positions on the issues differ from your classmates'?

(Answers may include the idea that people have different interests and needs. While someone may feel unemployment is a serious national problem, others may view national health care as more important.)

### More About the Photo

**Visual Literacy** The nation's capital—Washington, D.C.—is actually a donated parcel of land. Although both Maryland and Virginia ceded land for the building of a capital, President George Washington selected the Maryland parcel in 1791. Pierre Charles L'Enfant, the French engineer selected to design the city, called the rise on which the capitol is located “a pedestal waiting for a monument.”

## Teach

**BIG Ideas** As you begin teaching each section, use these questions and activities to help students focus on the Big Ideas.

### Section 1

**How Congress Is Organized** **Ask:** Why do you think much of the work in Congress is done in committees? (By assigning tasks to different committees, research and discussion on a variety of issues can

# The Legislative Branch



### Why It Matters

Our nation's Constitution gives the power to make laws to the legislative branch. Citizens participate in the lawmaking process by expressing their views to Congress. Find out what legislation is pending in Congress and your representatives' positions on the issues. **Do you agree with your representatives?**

174

proceed more efficiently.) Point out that in Section 1, students will learn about the various types of congressional committees. **OL**

### Section 2

**Powers of Congress** **Ask:** Why might the Framers of the Constitution have limited the powers of Congress? (The Founders did not want Congress to be like the British Parliament, a legislature that was not responsible to the voters.) Tell students that in Section 2, they will learn about the powers of Congress. Constitutional limitations, including the system of checks and balances, are also discussed. **OL**



# BIG Ideas

## Section 1: How Congress Is Organized

**The Constitution gives the legislative branch—Congress—the power to make laws.** In Congress, members of each party select their own leaders and work mainly in committees to carry out their duties.

## Section 2: Powers of Congress

**The Constitution gives the legislative branch—Congress—the power to make laws.** While the Constitution limits the powers of Congress, it also gives Congress the powers it needs to conduct its business and to accomplish its goals.

## Section 3: Representing the People

**The Constitution gives the legislative branch—Congress—the power to make laws.** Congress employs many staffers who help with the workload.

## Section 4: How a Bill Becomes a Law

**The Constitution gives the legislative branch—Congress—the power to make laws.** Several complex steps are involved in taking an idea and turning it into a law.

### FOLDABLES<sup>™</sup> Study Organizer

### Dinah Zike's Foldables

**Purpose** This Foldable guides students to understand the congressional process that makes a bill into law. The completed Foldable will use tabs to help them identify the steps in the process. **OL**

More Foldables activities for this chapter can be found in the *Dinah Zike's Reading and Study Skills Foldables* ancillary.

### Civics ONLINE

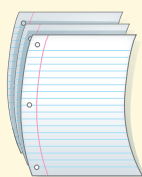
Introduce students to chapter content and key terms by having them access the **Chapter Overview** at [glencoe.com](http://glencoe.com).

◀ The U.S. Capitol, Washington, D.C.

### FOLDABLES<sup>™</sup> Study Organizer

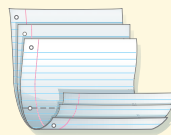
**Summarizing Information Study Foldable** Make the following Foldable to help you summarize information about the national government of the United States.

**Step 1** Collect three sheets of paper and place them on top of each other about an inch apart.

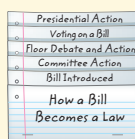


**Step 2** Fold up the bottom edges of the paper to form six tabs.

This makes all tabs the same size.



**Step 3** When all the tabs are the same size, crease the paper to hold the tabs in place and staple the sheets together. Label each tab as shown.



### Reading and Writing

As you read the chapter, write the details of the different stages that a bill goes through to become a law as it passes through Congress.

## Section 3

**Representing the People** **Ask:** **Why does the Constitution outline requirements for representatives and senators?** (Because these lawmakers have great power and responsibility, they must have a certain level of maturity and firsthand knowledge of their constituents.) Explain that in Section 3, students will learn about the qualifications and duties of legislators, their staff, and support agencies. **OL**

## Section 4

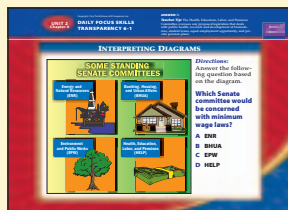
**How a Bill Becomes a Law** **Ask:** **Why should there be many steps before a bill becomes a law?** (When a bill becomes a law, every American citizen is required to obey it. It is important that a bill is discussed, researched, and sometimes revised to make the best law possible.) Explain that in Section 4, students will learn about the roles of committees, the full Congress, and the president in the lawmaking process. **OL**

# Focus



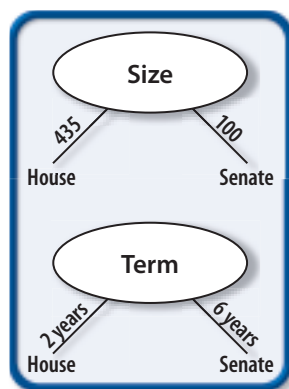
## Bellringer

Daily Focus Transparency 6-1



## Guide to Reading

Answers to Graphic:



## Section Spotlight Video

To learn more about how Congress is organized, have students watch the Section Spotlight Video for this section.

## Resource Manager

## Guide to Reading

### Big Idea

The Constitution gives the legislative branch—Congress—the power to make laws.

### Content Vocabulary

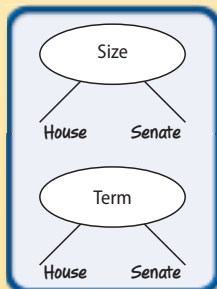
- bicameral (p. 177)
- census (p. 179)
- constituent (p. 179)
- gerrymander (p. 179)
- majority party (p. 180)
- minority party (p. 180)
- standing committee (p. 181)
- seniority (p. 182)

### Academic Vocabulary

- occur (p. 178)
- adjust (p. 179)

### Reading Strategy

**Comparing and Contrasting** Create graphic organizers similar to the ones below. As you read, fill in the information about the House of Representatives and the Senate.



# How Congress Is Organized

**Real World Civics** Politics in Illinois—the heartland of America—are the same as everywhere else in the country. Members of Congress speak to and listen to the people they represent so they can do their jobs in Washington. Here Senator Barack Obama speaks to constituents at a town hall meeting in Carrollton, Illinois. Members of Congress meet with their constituents to find out how they feel about important issues.

▼ Illinois U.S. Senator Barack Obama



## R Reading Strategies

### Teacher Edition

- Academic Vocab., p. 177
- Identifying, p. 178
- Using Context Clues, p. 181

### Additional Resources

- Cont. Vocab., URB p. 21
- Guid. Read., URB p. 39

## C Critical Thinking

### Teacher Edition

- Making Inferences, pp. 177, 178
- Analyzing, p. 180
- Compare/Contrast, p. 181
- Pred. Consequences, p. 182

### Additional Resources

- Biographies, URB p. 25
- Quizzes and Tests, p. 64

## D Differentiated Instruction

### Teacher Edition

- Visual/Spatial, p. 177
- Verbal/Linguistic, p. 179
- Logical/Math., p. 180
- Special Ed., p. 181

### Additional Resources

- School-to-Home Conn., URB p. 35

## W Writing Support

### Teacher Edition

- Persuasive Writing, p. 179

## S Skill Practice

### Teacher Edition

- Illustrating, p. 179

### Additional Resources

- Daily Focus Trans., 6-1
- Stan. Test, p. 11



## A Bicameral Legislature

**Main Idea** Congress is the legislative, or lawmaking, branch of government.

**Civics & You** What type of person would you choose to represent you in government? Read to find out how congressional leadership is determined.

**T**he Framers wanted to establish a Congressional voting body, but one of the conflicts at the Constitutional Convention in 1787 concerned state representation. While delegates from the smaller states wanted equal representation, delegates from the larger states wanted representation to be based on population, which would give them greater voice in government. As you will recall from

Chapter 3, the Great Compromise established Congress as a two-part, or **bicameral**, body. In the Upper House, the Senate, each state would have an equal number of representatives—two. In the lower house, the House of Representatives, each state's population would determine its representation.

The Framers of the U.S. Constitution intended to make the legislative branch of government more powerful than any other branch. In fact, Congress is described in the first part of the Constitution, Article I. As James Madison said, Congress is “the First Branch of this Government.”

Every year, inside the U.S. Capitol in Washington, D.C., 535 of our fellow citizens gather to make new laws and address countless issues facing our country. These are our elected representatives, the members of Congress.

**Joint Session** A special session of Congress in New York City marks only the second time in 200 years that Congress has met outside the nation's capital. **Explaining** Why did the Framers establish a bicameral legislature?



Chapter 6 177

### Activity: Technology Connection

**Ask:** What is the purpose of a convention? (At a convention, representatives of larger groups of people meet for a common purpose, such as deciding on issues and candidates, and writing statements for the group as a whole.) Have groups use [www.archives.gov/national-archives-experience/charters/](http://www.archives.gov/national-archives-experience/charters/)

[constitutionhistory.html](http://constitutionhistory.html) to research and chart plans presented at the Constitutional Convention. In their charts, have students include the Virginia, New Jersey, and British (Hamilton's) plans with the description from each plan for the legislative, executive, and judicial branches. **OL**

## Teach

### D Differentiated Instruction

**Visual/Spatial** Show students a map of the thirteen original states. Ask them to identify which plan for representation people in each state might have favored. (Students should link small states with the plan for equal representation. They should link large states with population-based representation.) **BL**

### C Critical Thinking

**Making Inferences** **Ask:** Why did the Framers intend Congress to be the most powerful branch in the federal government? (It is the branch most representative of the people of the country.) **AL**

#### Caption Answer:

Answers will vary, but students may note that because of the difference in service terms, qualifications, perspectives, and leadership, a two-house system is more likely to voice various viewpoints and to protect the interests of minorities.

### Additional Support



## C Critical Thinking

**Making Inferences** Ask: Why is it important that the government calendar is established by law? (Congressional leaders might avoid meeting and, therefore, neglect the business of the country.) **AL**

## R Reading Strategy

**Identifying** Ask: What crises might lead Congress to meet in special session? (declaring war, a terrorist attack, the death of a president, and so on) **OL**

### Analyzing Maps

#### Answers:

1. California
2. Gained: AZ, CA, CO, FL, GA, NV, NC, TX. Lost: CT, IL, IN, MI, MS, NY, OH, OK, PA, WI. The South and West gained representatives, and the North lost representatives. People may be leaving the cold North for warmer climates.

### Civics ONLINE

Objectives and answers to the **Student Web Activity** can be found at [glencoe.com](http://glencoe.com) under the Web Activity Lesson Plan for this chapter.

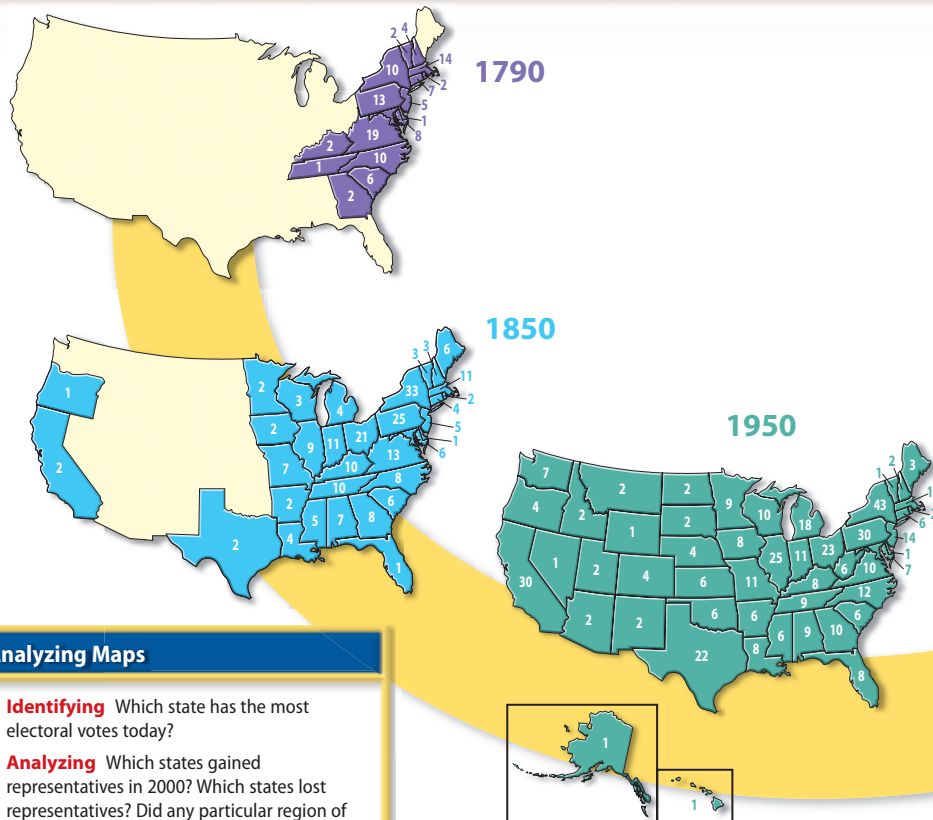
## Hands-On Chapter Project Step 1

### Mock Senate

**Step 1: Writing Bills** Divide students into four groups. Each group will write a bill to introduce on the Senate floor. The bills should focus on issues that affect teens and families or other issues to which students relate.

**Directions** Write the Big Idea on the board. Identify two groups as Republicans and two as Democrats. Tell groups to research bill ideas at [www.ncpers.org/Legislative\\_Issues/](http://www.ncpers.org/Legislative_Issues/)

## Congressional Apportionment, Selected Years



### Analyzing Maps

1. **Identifying** Which state has the most electoral votes today?
2. **Analyzing** Which states gained representatives in 2000? Which states lost representatives? Did any particular region of the country gain or lose seats? Explain.

## Terms of Congress

The government calendar is set by law. Each Congress lasts for a meeting period, or a term, of two years. Each term of Congress starts on January 3rd of odd-numbered years (unless a different day is appointed) and lasts for two years.

Each "new" Congress is given a number to identify its two-year term. For example, the first Congress met in 1789, and the 110th Congress is in session from January 2007 to January 2009.

**Congressional Sessions** Each term of Congress is divided into two sessions, or meetings. A typical session of Congress today lasts from January until November or December. Congress may also meet during special sessions or in times of crisis. A joint session **occurs**, or takes place, when the House and Senate meet together.

### Civics ONLINE

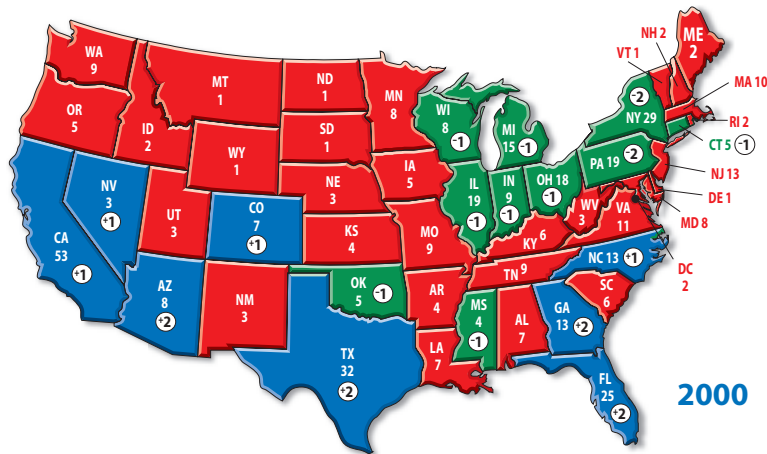
**Student Web Activity** Visit [glencoe.com](http://glencoe.com) and complete the Chapter 6 Web Activity.

bills before [congress.asp](http://congress.asp). Groups should then research the issue they have selected: its history, facts, existing controversies, and the population most affected (such as the elderly, teens, criminals, and so on). Remind students to consider the powers given to Congress as they propose solutions. Have groups write their bills, using current bills found at the Library of Congress Web site, [thomas.loc.gov/home/textonly.html](http://thomas.loc.gov/home/textonly.html), as models.

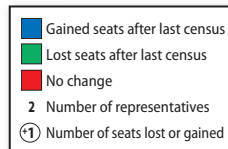
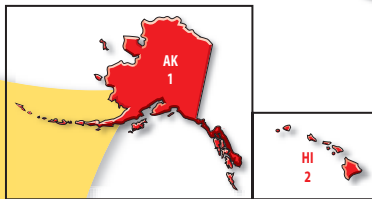
**Writing** Have groups write their bills using the two-page blank bill found at [congress.indiana.edu/pdf/Best%20Practices%20Conrad%20a.pdf](http://congress.indiana.edu/pdf/Best%20Practices%20Conrad%20a.pdf). Number the bills using the Senate numbering system. Groups will use their bills in Section 2. **OL**

(Project continued in Section 2)

Maps in Motion  
See StudentWorks™ Plus or glencoe.com.



2000



## The House of Representatives

The House of Representatives, the larger body of Congress, has 435 voting members allotted to the states according to population. The Constitution guarantees each state at least one representative, no matter how small its population. After each 10-year **census**, or population count taken by the Census Bureau, Congress **adjusts**, or changes, the number of representatives given to each state. Representatives serve two-year terms and usually focus on concerns in their districts.

**Congressional Districts** Each state is divided into one or more congressional districts, with one representative elected from each district. State legislatures must draw the boundaries so that the districts include roughly the same number of **constituents**, or people represented. Sometimes states abuse this process by gerrymandering. A **gerrymander** is an oddly shaped district designed to increase the voting strength of a particular group. Laws have reduced but not eliminated gerrymandering.

## Writing Support

**Persuasive Writing** Distribute copies of editorials to groups of students. Explain that editors often call attention to local or state problems through this type of persuasive writing. Have groups identify a local or state problem that needs to be addressed by the national legislature. Using the editorials as models, have each group write an editorial about the problem it identified. **OL**

## Differentiated Instruction

**Verbal/Linguistic Ask:** Which English word helps explain the meaning of “constituent”? What does this word mean? (*constitute; It means “to make up, form, or compose.”*) **AL**

## Skill Practice

**Illustrating** Have students reread the description of a gerrymander in the text. Ask students to sketch a gerrymander. **ELL**

Additional Support

## Did You Know?

**A New Lizard** The term “gerrymander” was invented in 1812 by a political cartoonist for a Boston newspaper. The first part of the term comes from the name of a former Massachusetts governor—Eldridge Gerry. Gerry and his political supporters used their influence to reshape voting districts so Gerry’s

party would have a political advantage in elections. The second part of the term—“mander”—comes from an amphibian known as the salamander. The cartoonist jokingly pointed out that gerrymanders were so oddly shaped that they resembled salamanders.

## D Differentiated Instruction

**Logical/Mathematical Ask:** How many senators are likely to be elected every two years? (no more than 33) **BL**

## C Critical Thinking

**Analyzing** Remind students that Article I, Section 2, Clause 5, of the United States Constitution does not state that the Speaker has to be a member of the House. **Ask:** What is the benefit of having a House member as Speaker?

(Answers may include that the Speaker may be better equipped to handle the presidency in the event of the president's and vice president's deaths or incapacity, and the Speaker would have the authority to cast votes on legislation.) **AL**

### Caption Answer:

Answers may include that women have not been in Congress for as many years as men, and it may take time for the balance to swing.

**Reading Check** Answer: Article I

## Differentiated Instruction



**House and Senate Cooperation** Senator Barbara Boxer (left) and Representative Stephanie Tubbs Jones (right), both Democrats, prepare to attend a news conference. **Speculating** Why do you think female members of Congress remain in the minority?

For example, if most of a state's representatives are Republican, they might draw the lines so that as many districts as possible have more Republican than Democratic voters.

### The Senate

The Senate has 100 members—2 from each of the 50 states. Each senator represents his or her entire state rather than a particular district. Senators serve six-year terms, but the elections are staggered so that no more than one-third of the senators are up for reelection at any one time. This ensures a certain amount of stability and continuity.

If a senator dies or resigns before the end of the term, the state legislature may authorize the governor to appoint someone to fill the vacancy until the next election.

### Leaders in Congress

In both the House and the Senate, the political party to which more than half the members belong is known as the **majority**

**party.** The other party is called the **minority party.** At the beginning of each term, the party members in each house choose leaders to direct their activities.

In addition to these party leaders, each house of Congress has one overall leader. In the House of Representatives, this leader is the Speaker of the House. Members of the majority party choose the Speaker at a caucus, or closed meeting. The rest of the House then approves the choice of Speaker.

**Role of the Speaker** As presiding officer of the House and the leader of the majority party, the Speaker has great power. The Speaker steers legislation through the House and leads floor debates (in which all representatives may participate). If anything happens to the president and vice president, the Speaker is next in line to become president, provided he or she is legally qualified.

Speakers rely on their powers of persuasion and the power of their positions to exercise influence. On a typical day, the Speaker may talk with dozens of members of Congress. Often the Speaker does this just to listen to requests for a favor. The Speaker, though, expects something in return—the representatives' support on important issues.

**Congressional Leadership** Leadership in the Senate closely parallels leadership in the House, but the Senate has no speaker. The vice president presides in the Senate but may only vote to break a tie. The president pro tempore—meaning “for the time being”—usually acts as chairperson of the Senate. He or she is from the majority party and is usually its most senior member.

Other powerful leaders are the floor leaders. The majority and minority floor leaders in each house speak for their parties on issues, push bills along, and try to sway votes. Party “whips” help the floor leaders. They make sure legislators are present for key votes.

**Reading Check Identifying** Which article of the Constitution describes Congress?

## Nancy Pelosi

- Objective:** Read about a woman who is making political history
- Focus:** Have students define the role of Speaker of the House.
- Teach:** Discuss which parties control the House and Senate.
- Assess:** Create a time line showing Pelosi's political career.
- Close:** Lead a discussion on how different today's Congress is from the one of the Founders.

### Differentiated Instruction Strategies

- BL** List two factors that you think most influenced Nancy Pelosi's career in politics.
- AL** Write a letter from Jane Addams to Nancy Pelosi about the change for women.
- ELL** Define “commitment” and “dedication.” Give examples for each word.



Biography Activity 6, URB p. 25



# Committee Work

**Main Idea** Much of the actual work of legislating is performed by committees and subcommittees within Congress.

**Civics & You** Have you served on a committee? What are their advantages and disadvantages? Read to find out about congressional committees.

**E**ach house of Congress must consider thousands of bills, or proposed laws, in the course of a session. To make it possible to handle so many bills at one time, each house has developed a system of committees.

## Congressional Committees

Congress has three types of committees: standing committees, select committees, and joint committees. **Standing committees** are permanent committees. For example, both the Senate and the House have standing committees to deal with agriculture, commerce, and veterans' affairs.

The House and Senate sometimes form temporary committees to deal with special issues. These select committees meet for a limited time until they complete their assigned task. Occasionally, the Senate and the House form joint committees, which include members of both houses. Joint committees meet to consider specific issues.

### Standing Committees

#### HOUSE OF REPRESENTATIVES Standing Committees

- Agriculture
- Appropriations
- Armed Services
- Budget
- Education and the Workforce
- Energy and Commerce
- Financial Services
- Government Reform
- House Administration
- International Relations
- Judiciary
- Resources
- Rules
- Science
- Small Business
- Standards of Official Conduct
- Transportation and Infrastructure
- Veterans Affairs
- Ways and Means

#### Select and Special Committees

- Intelligence
- Homeland
- Security
- Aging
- Ethics
- Indian Affairs

#### Joint Committees

- Economics
- Printing
- Taxation
- Library

#### SENATE Standing Committees

- Agriculture, Nutrition, and Forestry
- Appropriations
- Armed Services
- Banking, Housing, and Urban Affairs
- Budget
- Commerce, Science, and Transportation
- Energy and Natural Resources
- Environmental and Public Works
- Finance
- Foreign Relations
- Governmental Affairs
- Health, Education, Labor, and Pensions
- Judiciary
- Rules and Administration
- Small Business and Entrepreneurship
- Veterans Affairs

- House Committee
- Senate Committee
- Joint Committee

### Analyzing Charts

- Identifying** Which Senate committee deals with appointing judges to the federal courts?
- Identifying** What House of Representatives standing committee deals with problems facing the airline industry?

## Reading Strategy

**Using Context Clues** Ask: Which words from the text explain the term "bills"? (proposed laws) **ELL**

## Differentiated Instruction

**Special Education** Ask: Which standing committees of the House and Senate study the same topics? (Agriculture/Agriculture, Nutrition, and Forestry; Appropriations/Appropriations; Armed Services/Armed Services; Budget/Budget; Energy and Commerce/Energy and Natural Resources; Judiciary/Judiciary; Veterans Affairs/Veterans Affairs; Small Business/Small Business and Entrepreneurship)

## Critical Thinking

**Comparing and Contrasting** Ask: What is the main difference between standing and joint committees? (Members of standing committees belong to the same congressional house; members of joint committees belong to both houses of Congress.) **BL**

### Analyzing Charts

**Answers:**

- Judiciary
- Transportation and Infrastructure

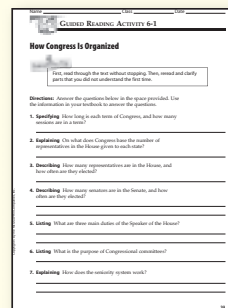
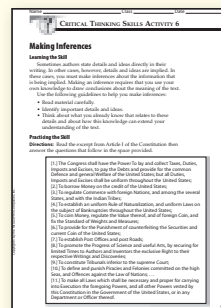
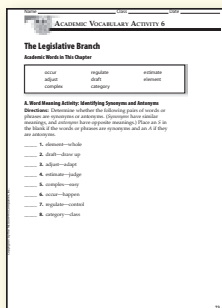
## Leveled Activities

**BL** Academic Vocabulary Activity 6, URB pp. 23–24

**OL** Biography Activity 6, URB pp. 25–26

**AL** Critical Thinking Activity 6, URB pp. 29–30

**ELL** Guided Reading Activity 6–1, URB p. 39



## C Critical Thinking

**Predicting Consequences** Explain to students that incumbents are occasionally defeated when trying to get reelected. **Ask:** How will this affect the district or state the legislator represents? (If the defeated incumbent had been a senior member of Congress and a member of important standing committees, it is unlikely that the newly elected junior legislator will automatically serve on the incumbent's committees.) **AL**

**Reading Check** **Answer:** A standing committee is permanent; a select committee is temporary.

## Assess



**Study Central™** provides summaries, interactive games, and online graphic organizers to help students review content.

## Close

**Identifying** Have students work in pairs to list the various leaders in Congress. Have students include a brief description of the responsibilities and powers of each leadership position. **BL**

## Section 1 Review

### Committee Assignments

When senators and representatives first come to Congress, they try to get assigned to important committees that affect the people who elected them. For example, members of Congress from farm areas might want to serve on agriculture committees. Those with many factories in their districts might be interested in serving on labor committees.

**What Is The Seniority System?** Party leaders make committee assignments. In doing so, they consider members' preferences, expertise, and loyalty to the party. Another key factor is **seniority**, or years of service. The senators and representatives who have been in Congress longest usually get the preferred committee spots. The longest-serving committee member from the majority party traditionally becomes

chairperson. Chairpersons decide when and if a committee will meet, what bills will be studied, and who will serve on which subcommittees.

Some people think the seniority system is a good idea. They say it prevents fights over committee jobs and ensures that chairpersons will have experience. Other people complain that talented people may be overlooked in favor of those who have simply been around for a while. There has been so much criticism of the seniority system over the years that both political parties have moved slightly away from it. The senior majority party member on a committee still usually wins the role of chairperson, but it is no longer guaranteed.

**Reading Check Explaining** What is the difference between a standing committee and a select committee?

## Section 1 Review

### Vocabulary

- Write** sentences or short paragraphs in which you use the following terms: *bicameral, census, constituent, gerrymander, majority party, minority party, standing committee, and seniority.*

### Main Ideas

- Describing** Why are the two houses of Congress good places to discuss issues that might require new laws?
- Explaining** Why is so much of the business of Congress conducted in committees?

### Critical Thinking

- BIG Ideas** In what ways do the Senate and House of Representatives work together to pass bills into laws?
- Identifying** On a graphic organizer like the one below, identify the different types of committees established in Congress.



- Analyzing Visuals** Review the maps on pages 178–179. How many representatives did North Carolina have in 1790? In 1950? In 2000? What does this tell you about how North Carolina's population has changed?

### CITIZENSHIP Activity

- Persuasive Writing** Do you think that government by committee makes the role of individual members of Congress less important? Express your opinion on this question in a one-page essay.



**Study Central™** To review this section, go to [glencoe.com](http://glencoe.com).

## Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- The Constitution gives Congress the sole authority to make national laws.
- Committees make it possible for Congress to handle a great number of bills at one time.
- Answers may include that joint committees allow the houses to work out their differences on various bills.



- 10; 12; 13. North Carolina's population has grown.

- Student essays may include that individual members of committees work to accomplish goals that benefit their constituents and, consequently, remain important figures in the legislative process.

## What Is a Lemon Law?

You save money for your first car, and you find a great deal. From the beginning, however, problems start. It stalls at traffic lights. You take it in for repair. In most cases, the manufacturer's warranty will provide the coverage you need to have your car repaired at no cost to you. However, what if your car spends more time in the repair shop than on the road? In some cases, the dealer may be unable to fix your car's problem. Did you get a "lemon"?

**What Is a Lemon?** A "lemon" is a vehicle that has a defect that the dealer has not fixed within a reasonable number of chances.

**State Lemon Laws** State lemon laws provide some protection. In most states, to qualify as a lemon, the problem has to be serious enough that it "substantially impairs the use, value, or safety" of the vehicle, and the vehicle has not been properly repaired within a "reasonable number of attempts."

In North Carolina, for example, this reasonable number is four attempts or if the car has been out of service awaiting repair for a total of 20 or more business days during any 12-month period of the warranty. Most state lemon laws stipulate that a manufacturer must provide a refund or replacement for a defective new vehicle when a substantial defect cannot be fixed.



### Checklist for Buying a Vehicle

Your best protection against a lemon happens before you buy. These tips will help you:

- Have a reliable technician thoroughly inspect the vehicle—whether it is new or used.
- Check what is covered by the service warranty. A used car may still be covered under the original manufacturer's warranty. Also, some dealers offer their own limited warranties for used cars.
- Check various dealers for the reputation of their service departments. Your warranty usually allows you to take your car to any dealer selling that make of car.

### Analyzing Economics

1. **Describing** What is the purpose of a lemon law?
2. **Specifying** Write three questions you should ask yourself before you buy a vehicle.

Chapter 6 183

## Teach

### Reading Strategy

**Activating Prior Knowledge** Explain that slang words, such as "lemon," often borrow connotations, or suggested meanings, from the original meaning of the word. **Ask:** How does your knowledge of lemons help you understand the word's meaning in this passage? (A lemon is sour, so people don't want to taste it. A "lemon" vehicle doesn't work properly, so people can't or don't want to use it.) **ELL**

### Skill Practice

**Visual Literacy Ask:** What is the cartoonist suggesting about the car in the illustration? (It won't work because it has lemons, instead of an engine, under the hood.) **BL**

### Analyzing Economics

1. A lemon law protects consumers who have purchased a faulty vehicle.
2. Answers may include the following: Is this car reliable? If it is a used vehicle, what do its service records say about its condition? What does the vehicle's warranty cover?

### Additional Support

## Activity: Economics Connection

**Appreciating Lemon Laws** To help students better understand why state governments have enacted vehicle lemon laws, invite the manager of an auto repair facility to visit the classroom. In advance of the visit, give the manager and students the following list of items that might need repair or replacement in a "lemon" vehicle: fuel pump, oil pump, water pump, ignition, alternator, radiator, head gasket, exhaust

system, braking system, and axle. Ask the manager to be prepared to (1) explain the significance of each item on the list, and (2) supply approximate repair and replacement costs, broken down into parts and labor, for each item.

After students have taken notes on the speaker's comments, have students work in pairs to calculate the number of hours a

teen would have to work to pay for each repair/replacement at an hourly wage of \$6.50 after taxes. Reconvene the class and invite volunteers to share their calculations. Ask students to draw conclusions about why legislators responded to this consumer need. **OL**

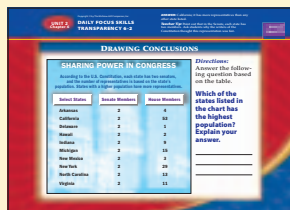


# Focus



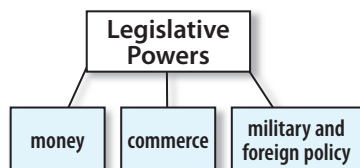
## Bellringer

Daily Focus Transparency 6-2



## Guide to Reading

Answers to Graphic:



## Section Spotlight Video

To learn more about the powers of Congress, have students watch the Section Spotlight Video for this section.

## Resource Manager

## Guide to Reading

### Big Idea

The Constitution gives the legislative branch—Congress—the power to make laws.

### Content Vocabulary

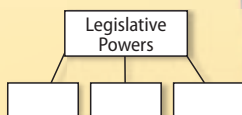
- expressed powers (p. 185)
- implied powers (p. 185)
- elastic clause (p. 185)
- impeach (p. 187)
- writ of habeas corpus (p. 188)
- bill of attainder (p. 188)
- ex post facto law (p. 188)

### Academic Vocabulary

- regulate (p. 185)

### Reading Strategy

**Explaining** As you read, complete a graphic organizer like the one below to explain the main areas of Congressional legislative powers.



# Powers of Congress

## Real World Civics

Who represents the people of America and protects their safety around the world? Congress. Powers granted to Congress by Article I, Section 8, of the Constitution include the ability to raise an army and a navy and to declare war. All men between the ages of 18 and 25 are required to register for military service, even though there is currently no active draft. Many young men and women choose to enlist voluntarily in the military, which makes the draft unnecessary.

▼ These young marines are training at Camp Pendleton in California, the busiest military base in the country



## R Reading Strategies

### Teacher Edition

- Organizing, p. 185
- Identifying, p. 188

### Additional Resources

- Cont. Vocab., URB p. 21
- Guid. Read., URB p. 40
- RENTG, p. 55

## C Critical Thinking

### Teacher Edition

- Making Inferences, p. 187
- Ident. Central Issues, p. 189
- Compare/Contrast, p. 189

### Additional Resources

- Crit. Think., URB p. 29
- Quizzes and Tests, p. 65

## D Differentiated Instruction

### Teacher Edition

- Interpersonal, p. 186
- Gifted/Talented, p. 187

### Additional Resources

- School-to-Home Conn., URB p. 35
- Graphic Novel, p. 15
- Teacher's Guide to Differentiated Instruction, p. 7

## W Writing Support

### Teacher Edition

- Personal Writing, p. 186

## S Skill Practice

### Teacher Edition

- Defining Soc. Studies Terms, p. 185

### Additional Resources

- Chart, Graph, and Map Skills, URB p. 31
- Daily Focus Trans., 6-2

# Legislative Powers

**Main Idea** The Constitution provides that all powers to make laws for the United States government shall be given to Congress.

**Civics & You** Did you know that no government agency can spend money without the approval of Congress? Read to find out about the legislative powers of Congress.

**M**ost of the powers delegated to the Congress are enumerated, or clearly listed, in Article I, Section 8. These are called **expressed powers**. There are 18 separate clauses enumerating different powers specifically given to Congress. Clause 5, for example, says, "The Congress shall have the Power . . . To coin Money."

Certain powers are given to the national government even though they are not expressly presented in the Constitution.

Their constitutional basis is found in Article I, Section 8, Clause 18, which states that Congress shall have the power to do whatever is "necessary and proper" to carry out the expressed powers. The powers that Congress has because of Clause 18 are called **implied powers** because they are not stated explicitly in the Constitution. Clause 18 is often called the **elastic clause** because it has allowed Congress to stretch its powers to meet new needs. For instance, you will not find the power to create an air force written in the Constitution. However, the elastic clause has allowed Congress to do so as part of its expressed powers to support armies.

Most of Congress's powers are related to making laws. Some of the most important legislative powers involve raising and spending money, **regulating** (or managing) commerce, and dealing with foreign countries.

**Reading Check Explaining** Why is the "necessary and proper" clause also called the elastic clause?

**Congress Funds Defense** Military weaponry stored on the deck of the USS Harry S. Truman is supplied by funds from Congress. **Specifying** How is maintaining an air force an example of an implied power of Congress?



185

## Teach

### S Skill Practice

**Defining Social Studies Terms Ask:** What does the word "expressed" mean in this context? (Answers may include the word "stated," "written," or "stipulated.") **OL**

### R Reading Strategy

**Organizing** Explain to students that the Framers of the Constitution organized the document in a specific order—from general to specific topics. **Ask:** Which heading is given to the most general topics in the Constitution? What are subheadings under these topics called? (articles; sections and clauses) **BL**

**Reading Check Answer:** It stretches the powers of Congress beyond those specifically expressed in the Constitution.

#### Caption Answer:

The Constitution states nothing about an air force, because airplanes didn't exist at the time the Constitution was written. It is implied, or assumed, that Congress will maintain all branches of the armed services.

## Differentiated Instruction

### Making Inferences

- Objective:** To make inferences about clauses in the Constitution
- Focus:** Students read excerpts from Article 1, Section 8, of the Constitution.
- Teach:** Discuss why Congress has the power to "lay and collect taxes."
- Assess:** Have students discuss whether any of the clauses should be changed. Consider, for example, declaring war.
- Close:** Use a Venn diagram to list each clause as either a legal or financial matter.

### Differentiated Instruction Strategies

- BL** Tell three powers that only Congress has, according to the Constitution.
- AL** Explain how the word "piracies" has a different meaning today than during the writing of the Constitution.
- ELL** Tell what the word "regulate" and the phrase "uniform laws" mean.

**CRITICAL THINKING SKILLS ACTIVITY 6**

**Making Inferences**

**Learning the Skill**

Sometimes authors state details and ideas directly in their writing. In other cases, however, details and ideas are implied. In these cases, you must make inferences about the information that is being implied. Making an inference requires that you use your own knowledge to draw conclusions about the meaning of the text. Use the following guidelines to help you make inferences.

- Read material carefully.
- Identify important details and ideas.
- Think about what you already know that relates to these details and about how this knowledge can extend your understanding of the text.

**Practicing the Skill**

**Directions:** Read the excerpt from Article I of the Constitution then answer the questions that follow in the space provided.

- (1) The Congress shall have the Power to lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;
- (2) To borrow Money on the credit of the United States;
- (3) To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;
- (4) To establish a uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;
- (5) To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;
- (6) To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;
- (7) To establish Post Offices and post Roads;
- (8) To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;
- (9) To constitute Tribunals inferior to the supreme Court;
- (10) To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;
- (11) To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

**Critical Thinking Skills Activity 6, URB p. 29–30**



## D Differentiated Instruction

**Interpersonal** Explain to students that during the Vietnam War, Americans were sharply divided on the issue of the draft. **Ask:** *If our government stopped using an all-volunteer army and restarted the draft, how might people's reactions today compare to those of the Vietnam War era?* (Answers may include that Americans still will be on both sides of the issue.) **OL**

## W Writing Support

**Personal Writing** Have students write a paragraph expressing which of the expressed powers listed in the chart they believe to be the most important and why. **OL**

### Analyzing Charts

#### Answers:

1. Clause 11
2. Expressed powers are specifically stated in the Constitution. Implied powers are those that can be assumed from the Constitution.

## Differentiated Instruction

## Powers of Congress

Charts in Motion  
See StudentWorks™ Plus or glencoe.com.

### SELECTED EXPRESSED POWERS

### SELECTED IMPLIED POWERS

#### Money Powers

- Lay and collect taxes to provide for the defense and general welfare of the United States (Clause 1)
- Borrow money (Clause 2)
- Establish bankruptcy laws (Clause 4)
- Coin, print, and regulate money (Clause 5)
- Punish counterfeiters of American currency (Clause 6)

- Lay and collect taxes implies the power to support public schools, welfare programs, public housing, etc.
- Borrow money implies the power to maintain the Federal Reserve Board

#### Commerce Powers

- Regulate foreign and interstate commerce (Clause 3)

- Regulate commerce implies the power to prohibit discrimination in restaurants, hotels, and other public accommodations

#### Military and Foreign Policy Powers

- Declare war (Clause 11)
- Raise, support, and regulate an army and navy (Clauses 12, 13, & 14)
- Provide, regulate, and call into service a militia, known as the National Guard (Clauses 15 & 16)
- Punish acts committed on international waters and against the laws of nations (Clause 10)

- Raise and support an army implies the right to draft people into the armed services

#### Other Legislative Powers

- Establish laws of naturalization (Clause 4)
- Establish post offices and post roads (Clause 7)
- Grant copyrights and patents (Clause 8)
- Create lower federal courts (Clause 9)
- Govern Washington, D.C. (Clause 17)
- Provide for laws necessary and proper for carrying out of all other listed powers (Clause 18)

- Establish laws of naturalization implies the power to limit the number of immigrants to the United States

### Analyzing Charts

1. **Identifying** Which clause gives Congress the power to declare war?
2. **Contrasting** What is the difference between the expressed and implied powers of Congress?

Source: Congress A to Z, 4th ed. (Washington, D.C.: CQ Press 2003.).

## Leveled Activities

**BL** Guided Reading Activity 6-2, URB p. 40

**OL** Writing Skills Activity 6, URB pp. 27-28

**AL** Differentiated Instruction Activity 6, pp. 33-34

**ELL** School-to-Home Connection 6, URB pp. 35-36



## Nonlegislative Powers

**Main Idea** The Constitution gives Congress a number of nonlegislative duties.

**Civics & You** Has a friend ever asked you to check over something after it was completed? Congress often checks over other departments of government as part of its nonlegislative powers.

As the legislative branch, the most important duty of Congress is to make laws. Congress also holds a number of duties besides lawmaking. Among Congress's most important nonlegislative powers are those it uses to check the other branches of government. Some of these are set forth in the Constitution; others have developed over time. One such power is to propose amendments to the Constitution.

The Senate has the power to approve or reject the president's nominees for various offices, including Supreme Court justices, federal judges, and ambassadors.

The Constitution also allows Congress to remove from office any federal official who has committed serious wrongdoing. The House has the sole authority to **impeach**, or accuse officials of misconduct in office. If a majority of the House votes to impeach a public official, the Senate then has the power to hold a trial and to act as a jury and decide the official's guilt or innocence. A two-thirds vote is necessary to convict and to remove a person from office.

The House uses its impeachment power sparingly, most often with federal judges. Only two presidents have been impeached: Andrew Johnson in 1868 and Bill Clinton in 1998. Both presidents were tried by the Senate and acquitted (they were not removed from office).

**Senate Approval** The Constitution gives the Senate the power to approve Supreme Court justices such as John G. Roberts, Jr., in an open hearing. **Hypothesizing** Why do you think the Framers did not leave judicial appointments to the president alone?



## Mock Senate

**Step 2: Introducing and Marking Up Bills in Committee** Groups of students continue the law-making process they began in Section 1.

**Directions** Have each group choose one member to introduce the bill. Ask groups to identify the standing committee to which their bills will be sent. Each group will then become a standing committee. Do not assign a bill to its originating group.

**Deliberation** Have students read and research the bill. Senate committees have the power to kill bills, but for the purpose of this activity, committees are to revise their assigned bills to prepare them for consideration on the Senate floor. Have committees prepare a new bill that reflects their mark-ups, using the blank-bill template at [congressindiana.edu/pdf/Best%20Practices%20Conrad%20a.pdf](http://congressindiana.edu/pdf/Best%20Practices%20Conrad%20a.pdf). Students will be using these bills in Step 3. **OL**

(Project continued in Section 3)

## D Differentiated Instruction

**Gifted and Talented** Have students work in pairs to list questions they would ask a Supreme Court nominee. Have students group their questions in the following categories: personal convictions, legal knowledge, and professional background. **AL**

## C Critical Thinking

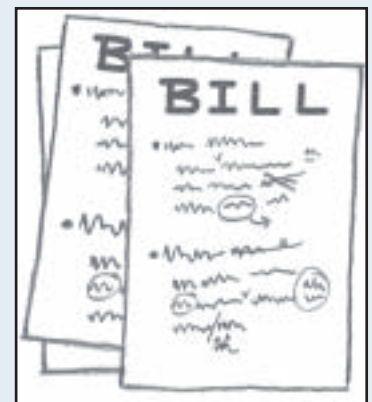
**Making Inferences** Draw columns on the board and assign them the headings "House" and "Senate." Have students describe each legislature's responsibilities in the impeachment process. Record their responses in the appropriate columns.

**Ask:** Why is the impeachment process divided between the two houses of Congress? (Answers may include that separating the accusation from the trial better ensures the fairness of the outcome.) **OL**

### Caption Answer:

Answers may include that Senate confirmation ensures that the justice is worthy and not unduly influenced by the president's views.

## Hands-On Chapter Project Step 2



## R Reading Strategy

**Identifying Ask:** Of the powers denied to Congress, which relate to court or criminal proceedings? (*writ of habeas corpus*, *bills of attainder*, *ex post facto laws*) **BL**

**Reading Check Answer:** The president can veto a congressional bill, and the Supreme Court can review a law's constitutionality.

## Assess



**Study Central™** provides summaries, interactive games, and online graphic organizers to help students review content.

## Close

**Illustrating** Have students illustrate a power of Congress and write a paragraph on the importance of that power in their everyday lives. **OL**

## Power Limitations

Our Constitution explains not only what Congress may do but also what it may *not* do. Some limitations are imposed by the Bill of Rights. The purpose of the Bill of Rights was to limit or deny certain powers to the federal government. For example, Congress may not pass laws that restrict freedom of speech or ban freedom of religion.

According to Article I of the Constitution, Congress may not favor one state over another, tax interstate commerce, or tax exports. Article I also forbids Congress from enacting laws that would interfere with the legal rights of individuals. Congress cannot suspend the **writ of habeas corpus**. This is a court order that requires police to bring a prisoner to court to explain why they are holding the person. Congress is also banned from passing **bills of attainder**, or laws that punish a person without a jury trial.

Further, Congress may not pass **ex post facto laws**. These are laws that make an act a crime after the act has been committed.

The Constitution also reserves many powers for the states. Congress cannot interfere with these powers, such as the right to regulate public school systems. The Bill of Rights and other amendments also deny Congress certain powers.

**Checks and Balances** Other restrictions come from the Constitution's system of checks and balances. The Supreme Court can declare laws established by Congress as unconstitutional. The president can veto bills passed by Congress before they become laws. If both houses of Congress can muster a two-thirds vote, they can override the president's action.

**Reading Check Concluding** How does the Bill of Rights limit Congress's powers?

## Section 2 Review

### Vocabulary

- 1. Explain** how each of the following terms relates to Congress: *expressed powers*, *implied powers*, *elastic clause*, *impeach*, *writ of habeas corpus*, *bill of attainder*, *ex post facto law*.

### Main Ideas

- 2. Hypothesizing** Why do you think Congress, rather than the states, is given most law-making powers?
- 3. Describe** three nonlegislative powers given to Congress.

### Critical Thinking

- 4. Comparing** What do writs of habeas corpus, bills of attainder, and ex post facto laws have in common?
- 5. BIG Ideas** In a graphic organizer like the one below, list the different offices for which Congress has the right to approve appointees.



- 6. Analyzing Visuals** Reexamine the powers of Congress on page 186. Which clause gives Congress the power to borrow money?

### CITIZENSHIP Activity

- 7. Persuasive Writing** Should representatives always vote the way their constituents want, or should they vote according to their own best judgment? Write an essay in which you express your view. Give reasons for your answer.



**Study Central™** To review this section, go to [glencoe.com](http://glencoe.com).

## Section 2 Review

## Answers

- Answers should include the following ideas: Expressed powers are those specifically given to Congress by the Constitution. Implied powers are those assumed by Congress through Constitutional interpretation. The elastic clause permits Congress to stretch its powers to meet new needs. Congress has the power to impeach and try a federal official due to misconduct in office. Congress is denied the power to suspend the writ of habeas corpus, to pass a bill of attainder, or to enact an ex post facto law.
- Answer may include that national legislation must take precedence over state legislation to unify the country.
- approve or reject presidential nominees for official appointments, impeach federal officials, remove federal officials from office
- Answers will probably state that all are powers denied to Congress by the Constitution.
- ambassadors, federal judges, Supreme Court justices
- Clause 2
- Answers will vary. Some students may feel that legislators are elected to represent their constituents and should vote as their constituents direct. Others may feel legislators are more qualified and more informed to make voting decisions than their constituents.



## Does a public library have the right to censor Internet information?

In its early stages of development, the Internet raised a number of issues. Hackers can access private information. Many people are concerned about spyware, adware, and offensive sites. Congress first addressed the issue of offensive Internet sites in the Communications Decency Act of 1996. The Supreme Court ruled that law an unconstitutional violation of free speech. In December 2000, Congress passed the Children's Internet Protection Act (CIPA) to address concerns about access to offensive Internet content on school and library computers. Almost immediately, civil liberties groups challenged the law.



**On the Internet** Students in Brownsville, Texas, work together on a project with information they are obtaining from Internet research.

### YES

In 2003 the Supreme Court ruled that the Children's Internet Protection Act was constitutional. The act allows the federal government to withhold funds from schools and public libraries that do not have a safety policy to "block or filter Internet access to pictures that: (a) are obscene, or (b) are harmful to minors, for computers are accessed by minors." Chief Justice Rehnquist wrote, "A library's need to exercise judgment in making collection decisions depends on its traditional role in identifying suitable and worthwhile material; it is no less entitled to play that role when it collects material from the Internet than when it collects material from any other source."

—William Rehnquist, October 2002

### NO

One interest group that opposed the new law was the Online Policy Group, Inc. It filed a "friend of the court" brief with the Supreme Court during the CIPA case. The group said that blocking of information was similar to "prior restraint," because it allowed prepublication censorship and gave local officials the authority to make such judgments: "Indeed, commercial blocking software is even more troubling because it effectively delegates censorship decisions to private individuals, who . . . have no obligation to uphold the Constitution or narrowly tailor (fit) their censorship to comply with the First Amendment."

—Brief of Amici Curiae Online Policy Group, Inc., 2002

### Debating the Issue

- Identifying** What are three important issues related to the use of the Internet?
- Naming** What was the first attempt by Congress to address the issue of offensive Internet sites?
- Explaining** How did Congress attempt to control the use of the Internet by schools and public libraries?
- Concluding** Is the censorship of some Internet sites similar to a library's decision to purchase certain books and exclude others?

### C<sub>1</sub> Critical Thinking

**Identifying Central Issues** Ask: On which Constitutional amendment did the Supreme Court make its ruling on the Communications Decency Act of 1996? (the First Amendment) **AL**

### C<sub>2</sub> Critical Thinking

**Comparing and Contrasting** Ask: In what way do the two acts described in this article differ? (The second focused only on children, or minors.) **OL**

### Debating the Issue

#### Answers:

- spyware, adware, offensive sites
- the Communications Decency Act of 1996
- by passing the Children's Internet Protection Act (CIPA), which allowed the federal government to withhold funds from schools and libraries that didn't have Internet safety policies
- Answers will vary. Some students might argue that censorship in any form is a violation of free speech. Others may assert that libraries have many criteria for selecting or rejecting books, not all of them based on subjective criteria such as offensiveness.

### Additional Support

## Activity: U.S./World Connections

**Identifying** Introduce the concept of a global society—the interdependence, interaction, and integration of peoples and cultures throughout the world. Have students brainstorm ways in which the Internet can be useful in today's global society in business, education, cultural exchange, travel,

and interpersonal communication. Then have students define risks involved with international Internet communication. Ask students to assess benefits and drawbacks to draw a conclusion about the need for or desirability of Internet regulations. **OL**

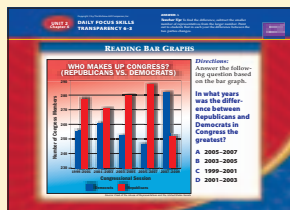


## Focus



### Bellringer

#### Daily Focus Transparency 6-3



## Guide to Reading

### Answers to Graphic:

Requirements	
Senator	Congressperson
at least 30 years old	at least 25 years old
live in the represented state	live in the represented state
a U.S. citizen for at least 9 years	a U.S. citizen for at least 7 years

### Section Spotlight Video

To learn more about how Congress represents the people, have students watch the Section Spotlight Video for this section.

## Resource Manager

## Guide to Reading

### Big Idea

The Constitution gives the legislative branch—Congress—the power to make laws.

### Content Vocabulary

- franking privilege (p. 192)
- lobbyist (p. 192)
- casework (p. 195)
- pork-barrel project (p. 196)

### Academic Vocabulary

- draft (p. 193)
- complex (p. 193)
- estimate (p. 193)

### Reading Strategy

**Analyzing** On a chart like the one below, write the basic requirements for running for Congress.

Requirements

# Representing the People

**Real World Civics** Shake up in the halls of Congress! The results of the 2006 national election made it possible for the first woman Speaker of the House—Nancy Pelosi of California—to lead the 110<sup>th</sup> Congress in 2007. Also, after 12 years of Republican control, in 2007 the Democrats hold majorities in both the House of Representatives and the Senate. The results of this turnover cannot be defined but will be an interesting challenge for Republican President George W. Bush who must push his legislative plan through both houses for a successful end to his presidency. The outcome of this reversal for the Republicans is expected to be felt across the country in politics, business, and the economy of the nation.

▼ Rep. Nancy Pelosi celebrates 2007 Democratic control of Congress



## R Reading Strategies

### Teacher Edition

- Academic Vocab., p. 192
- Predicting, p. 193
- Sequencing Info., p. 194
- Using Word Parts, p. 195

### Additional Resources

- Cont. Vocab., URB p. 22
- Guid. Read., URB p. 41
- RENTG, p. 58

## C Critical Thinking

### Teacher Edition

- Drawing Con., p. 192
- Making Generalizations, p. 194

### Additional Resources

- Biography, URB p. 25
- Quizzes and Tests, p. 66

## D Differentiated Instruction

### Teacher Edition

- Intrapersonal, p. 193

### Additional Resources

- School-to-Home Conn., URB p. 35
- Teacher's Guide to Differentiated Instruction, p. 8

## W Writing Support

### Teacher Edition

- Expository Writing, p. 191

### Additional Resources

- Writing Skills Act., URB p. 27

## S Skill Practice

### Teacher Edition

- Assessing, p. 191
- Defending, p. 196

### Additional Resources

- Daily Focus Trans., 6-3
- Pol. Cartoons Trans. 6

## Qualifications and Privileges

**Main Idea** The Constitution sets forth the qualifications for election to the House and to the Senate.

**Civics & You** Have you applied for a job? What set of qualifications did you need for the job? Read to find out about the qualifications for Congress.

Each American is represented by a congressman and two senators. Many others help these elected representatives. Thousands of people work full-time for Congress, keeping the wheels of government turning.

**Qualifications** The legal qualifications for our congressional representatives are spelled out in the Constitution. To run for senator, you must be at least 30 years old, live in the state you plan to represent, and have been a U.S. citizen for at least nine years before being elected. Members of the House of Representatives must be at least 25 years old, live in the state they represent, and have been a U.S. citizen for at least seven years before being elected.

**Makeup of Congress** The members of Congress have more in common than legal qualifications. Nearly half are lawyers. Almost all have college degrees. They also tend to be “joiners.” Members of Congress are more likely than the average citizen to be active in community organizations.

**Campaign Trail** Many members of the House, such as Representative Harold Ford, Jr., of Tennessee, run for the Senate later in their careers. **Identifying** What qualities do you think representatives and senators have in common?



Chapter 6 191

### Activity: Collaborative Learning

**Connecting Ask:** How many people are needed to run your school and school district? What roles do they play? (Students will most likely respond that many people are employed by the district, such as teachers, aides, administrators, cooks, custodians, and so on.) Explain to students that school districts, like Congress, establish budgets that must cover the costs of their employees.

Provide students with a directory that shows school and district personnel. Have students work in pairs to list the various jobs that affect their lives every day. Have partners create a word web with their names in the center circle. Ask students to complete outer circles with school and district positions that contribute to their lives as students. **OL**

## Teach

### S Skill Practice

**Assessing Ask:** Why are legal qualifications for members of Congress necessary? (Answers may include that the age requirement builds a more experienced legislature, the residency requirement ensures that legislators understand their constituency, and the citizenship requirement permits naturalized citizens to run for office but not until they understand American culture and government.) **OL**

### W Writing Support

**Expository Writing** With students, discuss the various features of a written personal profile: objective/reason for running for Congress, educational background, work experience, outside interests, and professional organizations. Have students work in pairs to write a personal profile for a successful congressional candidate. **AL**

#### Caption Answer:

Many are lawyers, college-educated, and active in community organizations.

### Additional Support



## C Critical Thinking

**Drawing Conclusions** Ask: Why are members of Congress given the use of a gymnasium and a medical clinic? (to keep them in good health so they can serve the country) **ELL**

## R Reading Strategy

**Academic Vocabulary** Draw a wheel-like organizer on the board with Lobbyist in the center and Health, Education, Agriculture and Transportation on the spokes. Have student groups name an issue in each area that might be lobbied by a private group. **AL**

### Caption Answer:

Answers may include that members of Congress send informational mailings to constituents; they also return to their states to meet with constituents.



**Representing Voters** Senator Ted Kennedy from Massachusetts responds to students lobbying for funds for higher education. **Explaining** How do members of Congress keep voters informed about issues that the members are supporting?

**Salary** Members of Congress receive an annual salary, currently \$165,200 for both senators and representatives. Further, they receive free office space, parking, and trips to their home states. Senators and representatives can send job-related mail without paying postage. This is called the **franking privilege**. Members of Congress also have low-cost life insurance and the use of a gymnasium, special restaurants, and a medical clinic.

**Other Privileges** The Constitution also grants senators and representatives immunity, or legal protection, in certain situations. This allows them to say and do what they believe is right without fear of interference from outsiders. The guarantee of immunity does not mean that members of Congress are free to break the law.

## Behind-the-Scene Helpers

Serving in Congress is a full-time job. To get help with their workload, members of Congress hire a staff of clerks, secretaries, and special assistants.

**Personal Staff** The personal staffs of members of Congress run offices in Washington, D.C., as well as one or more offices in the congressional member's home district. Why are personal staffs needed? These workers gather information on new bills and issues. They handle requests for help from voters. They deal with news reporters and **lobbyists**—people hired by private groups to influence government decision makers. They also work for the re-election of the congressional member, even though the law requires them to do this on their own time.

## Differentiated Instruction

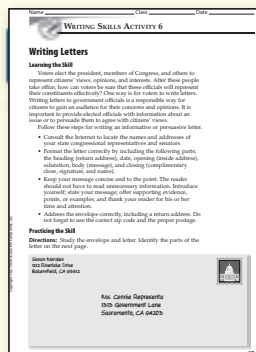
192 Chapter 6

## Writing Letters

- Objective:** To learn how to address and write a formal letter
- Focus:** Students identify the parts and formatting of formal letters.
- Teach:** Discuss the importance of traditional letter writing.
- Assess:** Have students give reasons for writing to members of Congress.
- Close:** Create a chart of the topics students chose to write about in their letters to Congress.

## Differentiated Instruction Strategies

- BL** Tell why it is important to thank the person who reads your letter.
- AL** Explain why members of Congress now ask their constituents to send e-mails instead of letters sent through the U.S. Postal Service.
- ELL** Define the words "concise" and "constituents."



Writing Skills Activity 6, URB pp. 27-28



In addition to professional staffers, many members of Congress hire students from their home states or districts to serve as interns and pages. Interns typically help with research and office duties; pages deliver messages and run other errands. This experience gives young people a firsthand look at the political process. One former congressional intern commented, "I felt like I had a backstage pass to the greatest show in the world."

**Committee Staff** Congressional committees also need staffs. Committee staff members do many of the various day-to-day lawmaking chores of Congress. They **draft**, or outline, bills, gather information, organize committee hearings, and negotiate with lobbyists. In short, they keep the long and **complex**, or difficult, lawmaking process moving.

**Support Services** Congress has created several agencies to support its work. The Library of Congress is one of the largest libraries in the world. Did you know that one copy of every book published in the United States is kept there? The Library of Congress is an important source of information for members of Congress and their staffs.

**Finance and Budget** The General Accounting Office (GAO) is the investigative arm of Congress in financial issues. It reviews the spending activities of federal agencies, studies federal programs, and recommends ways to improve the financial performance of the government.

The Congressional Budget Office (CBO) provides Congress with information and analysis for making budgetary decisions. It makes no policy recommendations but rather **estimates**, or guesses, the costs and possible economic effects of programs. It also helps Congress come up with—and stick to—a budget plan.

**Reading Check** **Explaining** Why are members of Congress granted some immunity?

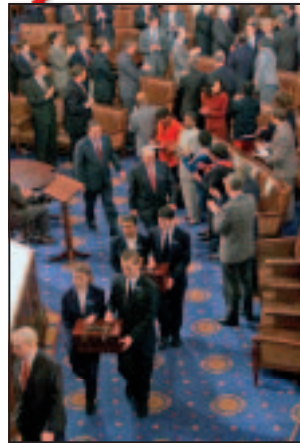
## TIME Teens in Action

### Sarah Seufer

**T**ake a page from this teen's book! Sarah Beth Seufer, 18, of Newland, North Carolina, took part in the United States House of Representatives Page Program. Here is what she had to say about her experiences living and working in Washington, D.C.

**QUESTION:** How did you become involved?

**ANSWER:** Last summer, after submitting an application, I was nominated by my congressional representative to the office of the Speaker of the House. I was chosen to be a Cloakroom Page. It was my responsibility to answer phone calls related to the activities on the House floor, and to relay messages to representatives.



Pages and representatives leaving a House session

**Q:** Did you have a good time?

**A:** I've always loved learning about American government—seeing it in action was incredible! The goal is that pages will return home from Washington, D.C., with a newfound sense of American history and politics.

**ACTION FACT:** Seufer wants to become a lawyer and eventually run for public office.

### Making a Difference

What steps did Sarah take to become a page?

## D Differentiated Instruction

**Intrapersonal** Have students form groups to brainstorm the characteristics the House Page Program looks for in student volunteers. Ask groups to prepare a résumé for a fictitious student applicant using a résumé template in a word processing program. **OL**

## R Reading Strategy

**Predicting Ask:** From the descriptions of the page and intern programs, what careers might many of these students pursue? (Answers may include law, politics, government service, and so on.) **OL**

**Reading Check** **Answer:** It allows members of Congress to say and do what they think is right without fearing interference from outsiders.

## TIME Teens in Action

**Answer:** She submitted an application and received a congressional nomination.

## Hands-On Chapter Project Step 3

### Mock Senate

**Step 3: Debating Bills on the Senate Floor** Groups of students continue to follow legislation through the Senate.

**Directions** At this point, the class reconvenes as the body of the Senate. Students will act as senators; you will preside as president of the Senate. Political party affiliations should reflect current Senate distribution. Distribute the worksheet entitled *Mock Senate Debate Notes*, which can be found at

[congress.indiana.edu/pdf/Best%20Practices%20Conrad%20a.pdf](http://congress.indiana.edu/pdf/Best%20Practices%20Conrad%20a.pdf). Debate each bill in numerical order, asking volunteers to share their comments. Instruct students to take notes on the debate using the debate notes worksheet. Have students cast their votes in the Senate method of your choice. Tell students that all bills will be passed and forwarded to the House of Representatives. Students will work on compromise bills in conference committees in Step 4. **OL**

(Project continued in Section 4)

## C Critical Thinking

**Making Generalizations Ask:** What usually determines how members of Congress vote? (They reflect their constituents' interests and concerns.) **OL**

## R Reading Strategy

**Sequencing Information Ask:** What are the four steps in the lawmaking process? (write and introduce bills, take part in committee work, listen to others' input about a bill, vote on the bill) **BL**

# American Biography

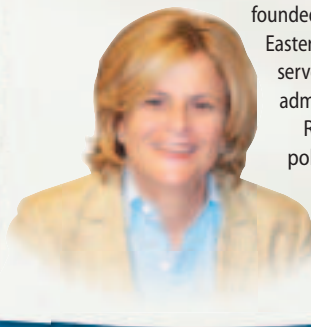
### Answer:

Most answers will reflect Ros-Lehtinen's support of human rights and her family's flight from Castro's communist Cuba.

# American Biography

## Ileana Ros-Lehtinen (1952–)

In 1822, Joseph Marion Hernandez of Florida became the first Latino to serve in Congress. In 1989, **Ileana Ros-Lehtinen** was the first Cuban American to be elected to the United States Congress. Born in 1952, Ileana and her family fled Cuba in 1959 after Fidel Castro's Communist revolution. After completing her studies, she began her career as an educator. She



founded a private school, Eastern Academy, where she served as a teacher and administrator.

Ros-Lehtinen entered politics in 1982, serving as a Republican member of the Florida House of Representatives and later in

the state senate. Since 1989 she has served in the United States House of Representatives, representing Florida's Eighteenth Congressional District.

Ros-Lehtinen has been one of the leaders in defending the U.S. embargo on Cuba. She also plays a leading role promoting the spread of human rights to countries like Lebanon, Syria, Iran, Saudi Arabia, and China. Ros-Lehtinen was part of a congressional delegation that visited Iraq to understand how the war has affected Iraqi women and their families and to encourage them to get "involved in all levels of their government."

### Making a Difference

### CITIZENSHIP

Ileana Ros-Lehtinen was an educator before she turned to politics. **Explaining Why do you think Ros-Lehtinen is such a strong supporter of the U.S. embargo on Cuba?**

## Congress at Work

**Main Idea** The 535 members of Congress have several different but closely related roles.

**Civics & You** What do you think is the most important work for members of Congress? Read on to find out about the three major jobs of Congress.

The basic job of senators and representatives is to represent the people of their states and districts. They are responsible for reflecting and translating into action their constituents' interests and concerns. Congress does its work in regular time periods, or sessions, that begin each January 3 and continue through most of the year.

## Lawmaking

In carrying out the responsibility of representing the people of their states and districts, members of Congress perform three major jobs. Making laws is perhaps the best known task of Congress.

Congress considers several different kinds of legislation each year. Most pieces of legislation are in the form of bills. Bills are drafts of laws presented to the House and Senate for enactment. Members of the Senate and the House of Representatives write and introduce bills, take part in committee work, listen to the input of people for and against a bill, and then vote on the floor of the House or Senate. You will learn more about this process in Section 4 of this chapter.

## Differentiated Instruction

## Leveled Activities

**BL** Chart, Graph, and Map Skills Activity 6, URB p. 31

**OL** Citizenship and Decision-Making Activity 2, URB p. 3

**AL** Enrichment Activity 2, URB pp. 13–14

**ELL** Speaking and Listening Skills Activity 2, pp. 9–12



## Casework

Members of Congress often act as troubleshooters for people from their home districts and states who request help in dealing with the federal government. This help is called **casework**. Over the course of a year, some congressional offices receive as many as 10,000 requests for information or services.

What drives representatives to help their constituents? Senator Olympia Snowe of Maine explains:

*“Out of my experiences in life has grown a conviction that no pursuit is as valuable as, or worthier than, the simple idea of helping others—of enabling individuals to improve their lives, to soften the hardest days and brighten the darkest.”*

—Olympia Snowe quoted in *Nine and Counting: The Women of the Senate*

Most requests for help are handled by the senator’s or representative’s office staff. If a staffer cannot get results, the senator or representative usually steps in. Senator Dianne Feinstein of California said,

*“It’s one of the most important things we do . . . We respond to constituents. . . I insist on responding promptly, because it’s a matter of accountability to our constituency.”*

—Dianne Feinstein quoted in *Nine and Counting: The Women of the Senate*

Why do lawmakers spend so much of their time on casework? First, casework helps lawmakers to get reelected. Helping voters increases popular support. Second, casework helps lawmakers get a closer look at how well the executive branch is handling programs such as Social Security or veterans’ benefits. Third, casework provides a way to help average citizens deal with federal agencies.

## Reading Strategy

**Using Word Parts** Tell students that a compound word derives its meaning from the two words from which it’s made. **Ask:** *From its word parts, what does a troubleshooter do?* (identifies and solves problems) **ELL**

## TIME Political Cartoons

### Answers:

1. Congress is an elephant.
2. The elephant is a symbol of the Republican party. At the time, Congress was probably dominated by Republican members.
3. The word “Pork” is written on the elephant’s ears.
4. Students will probably say that, because the word “pork” is in capital letters and in large type, Ramirez opposes earmarking.



With this 2006 cartoon, Michael Ramirez is making a point about earmarking—the Congressional practice of setting aside specific funds for a special project in a spending bill, often without public review.

1. How is Congress depicted in this cartoon?
2. Why do you think Ramirez chose this symbol?
3. How is earmarking represented?
4. Do you think Ramirez supports or opposes earmarking? Explain.

## Activity: Collaborative Learning

**Simulating** Help students understand that government is a necessary organization for living in a peaceful community. Group students together and have each group write and perform a skit that illustrates why communities need a government. Assign a certain type of government for each group

(democracy, monarchy, dictatorship, and so on). **Ask:** *Why is the type of government important to the people?* (Explain to students that government is important for order but that only a few types of government allow their citizens equal rights under the law.) **OL**

## Additional Support

### Teacher Tip

To structure a collaborative learning activity, choose an activity that accommodates students of all learning levels and speeds; plan an activity that can easily be accomplished in the given time-frame; and select an activity that allows all group members to contribute.



## S Skill Practice

**Defending** Ask: What defense can be given for pork-barrel projects? (Answers may include that these projects benefit Americans living in a particular state or district.) **OL**

**Reading Check** Answer: making laws, doing casework for constituents, bringing federal projects and money to their districts and states

## Assess



**Study Central™** provides summaries, interactive games, and online graphic organizers to help students review content.

## Close

**Describing** Ask: What pork-barrel project might benefit your district or state? (Answers may include references to highway funds, new bridges, new government-employment opportunities and so on.) Have students work in groups to write a rider to a Senate bill that describes a pork-barrel project for their district or state. **OL**

## Section 3 Review

### Helping the District or State

Besides providing services for their constituents, members of Congress also try to bring federal government projects and money to their districts and states. Lawmakers do this in several ways.

**Public Works** Every year through public works bills, Congress appropriates billions of dollars for a variety of local projects. These projects might include things such as post offices, dams, military bases, veterans' hospitals, and mass transit system projects. Such government projects can bring jobs and money into a state or district.

**Grants and Contracts** Lawmakers also try to make sure their districts or states get their fair share of the available federal grants and contracts which are funded through the federal budget. Federal grants and contracts are very important to lawmakers and their districts or states. These contracts are a crucial source of money and jobs and can greatly affect the economy of a state.

All members of Congress work to give their constituents a share in the money the national government spends every year. A contract to make army uniforms, for example, might mean lots of money for a local business. Government projects and grants that primarily benefit the home district or state are known as **pork-barrel projects**. To understand this term, think of a member of Congress dipping into the "pork barrel" (the federal treasury) and pulling out a piece of "fat" (a federal project for his or her district).

**Using Influence** Lawmakers do not have direct control over grants and contracts. Instead, agencies of the executive branch, such as the Department of Labor, award federal grants and contracts.

Lawmakers, however, may try to influence agency decisions. They may pressure agency officials to give a favorable hearing to their state's requests. Lawmakers may also encourage their constituents to contact agency officials in order to make their needs known.

**Reading Check** Describing What are the three major jobs of a congressperson?

## Section 3 Review

### Vocabulary

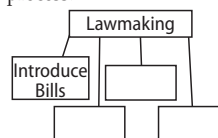
- Write** a true and a false statement for each term below. Beside each false statement, explain why it is false: *franking privilege, lobbyist, casework, pork-barrel project.*

### Main Ideas

- Explaining** What are the qualifications for members of the House of Representatives and the Senate?
- Summarizing** What action does Congress take after a bill is introduced in Congress?

### Critical Thinking

- Analyzing** Why do you think the Constitution did not include other qualifications for members of Congress?
- BIG Ideas** On a graphic organizer like the one below, write the major responsibilities Congress has in the lawmaking process.



### Activity

- Creative Writing** Describe the job of a member of the House or Senate by creating a want ad for a congressperson. In the ad, include qualifications, benefits and salary, and skills needed. Also include facts that demonstrate the typical responsibilities of members.



**Study Central™** To review this section, go to [glencoe.com](http://glencoe.com).

## Answers

- Each sentence should contain one of the listed vocabulary terms in either a true or false statement. Each false statement should be followed by an explanation of why the statement is false.
- House: age 25, citizen 7 years or more, resident of the state/district. Senate: age 30, citizen 9 years or more, resident of the state.
- Both houses of Congress assign introduced bills to a standing committee for discussion.
- Answers may include the idea that the Framers kept requirements to a minimum to

allow more citizens to serve in Congress.

- take part in committee work; listen to the input of people for and against the bill; vote on the floor
- Member of the House of Representatives:** 25 years of age, a minimum of 7 years of citizenship, residency in the state. **Senate:** 30 years of age, a minimum of 9 years of citizenship, residency in the state. Benefits and salary: \$165,200 yearly salary; free office space, parking, trips to their home states, franking privilege, low-cost life insurance,

access to special restaurants, gymnasium, and medical clinic for all members of Congress. Answers regarding needed skills may include a thorough understanding of the legislative process and the U.S. system of government, an ability to communicate effectively with fellow legislators and constituents, an ability to read and comprehend large amounts of information in an efficient manner, and an ability to consider proposed legislation in an unbiased manner.

## Guide to Reading

### Big Idea

The Constitution gives the legislative branch—Congress—the power to make laws.

### Content Vocabulary

- joint resolution (p. 198)
- special-interest group (p. 199)
- filibuster (p. 200)
- cloture (p. 200)
- voice vote (p. 202)
- standing vote (p. 202)
- roll-call vote (p. 202)
- veto (p. 202)
- pocket veto (p. 202)

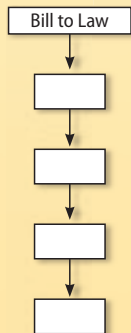
### Academic Vocabulary

- element (p. 198)
- category (p. 198)

### Reading Strategy

#### Sequencing Information

As you read, create a graphic organizer similar to the one below to track the major steps an idea takes to become a law.



# Section 4

## How a Bill Becomes a Law

**Real World Civics** For most of our nation's history, African Americans throughout the South were prevented from voting by local officials. President Lyndon B. Johnson had assured Dr. Martin Luther King, Jr., that he would push for a Voting Rights Act in time. In March of 1965, Dr. King decided to change things himself by marching from Selma to Montgomery, Alabama, demanding the right to vote. When Dr. King's original 600 marchers reached Montgomery, they had become 25,000 strong. Less than five months later, President Johnson signed a law assuring every citizen the right to vote. Passing laws such as the Voting Rights Act is one of Congress's most important roles.

▼ Dr. Martin Luther King, Jr., (center), wife Coretta, and others in the 1965 peace march

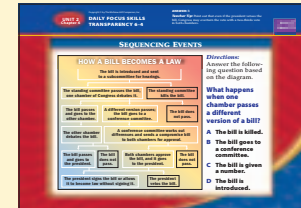


## Focus



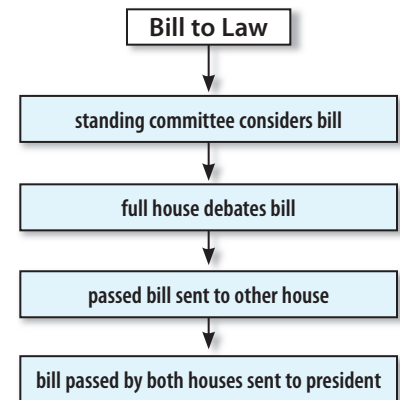
### Bellringer

#### Daily Focus Transparency 6–4



## Guide to Reading

### Answers to Graphic:



### Section Spotlight Video

To learn more about how a bill becomes a law, have students watch the Section Spotlight Video for this section.

## Additional Support

<b>R</b> Reading Strategies	<b>C</b> Critical Thinking	<b>D</b> Differentiated Instruction	<b>W</b> Writing Support	<b>S</b> Skill Practice
<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• Using Context Clues, p. 198</li> <li>• Visualizing, p. 199</li> <li>• Det. Importance, p. 200</li> </ul> <b>Additional Resources</b> <ul style="list-style-type: none"> <li>• Cont. Vocab., URB p. 22</li> <li>• Ac. Vocab., URB p. 23</li> <li>• Guid. Read., URB p. 42</li> <li>• RENTG, p. 61</li> </ul>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• Compare/Contrast, p. 198</li> <li>• Det. Cause/Effect, p. 201</li> <li>• Making Inferences, p. 201</li> </ul> <b>Additional Resources</b> <ul style="list-style-type: none"> <li>• Quizzes and Tests, p. 67</li> </ul>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• English Learners, p. 202</li> </ul> <b>Additional Resources</b> <ul style="list-style-type: none"> <li>• School-to-Home Conn., URB p. 35</li> <li>• Reteach Act., URB p. 37</li> <li>• Teacher's Guide to Differentiated Instruction, p. 8</li> </ul>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• Personal Writing, p. 200</li> </ul>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• Evaluating, p. 199</li> <li>• Synthesizing, p. 201</li> </ul> <b>Additional Resources</b> <ul style="list-style-type: none"> <li>• Chart, Graph, and Map Skills, URB p. 31</li> <li>• Daily Focus Trans., 6–4</li> </ul>



# Focus

## Reading Strategy

**Using Context Clues** Ask: Which words from the text explain resolutions? (formal statements expressing lawmakers' opinions or decisions) **ELL**

## Critical Thinking

**Comparing and Contrasting** Ask: In what way is a joint resolution different from other resolutions? (It is passed by both houses of Congress.) **BL**

### Caption Answer:

Federal park lands are held in reserve for the nation, not the individual states in which they are located.

**Reading Check** Answer: Answers may include the idea that bills are written on complicated, important issues on which members of Congress might have varying opinions.

## Differentiated Instruction

# Bills Congress Considers

**Main Idea** Congress considers several different kinds of legislation each year. Most pieces of legislation are in the form of bills.

**Civics & You** How do you think Congress should make decisions about bills? What factors should have the greatest influence on its decision making?

**H**ave you heard people say there are two things you should never watch being made—sausages and laws? Strange elements, or factors, may go into the final product, and the process requires patience. More than 10,000 bills are often introduced during each term of Congress, yet only several hundred pass all the hurdles and become law.

Bills generally fall into two categories, or types. Private bills concern individual people or places. They usually deal with people's claims against the government. Public bills apply to the entire nation and involve general matters such as taxation.

Along with bills, Congress considers different kinds of resolutions, or formal statements expressing lawmakers' opinions or decisions. Many resolutions do not have the force of law. **Joint resolutions**, however, which are passed by both houses of Congress, do become laws if signed by the president. Congress uses joint resolutions to propose constitutional amendments and to designate money for a special purpose.

**Reading Check Analyzing** Why might public bills take months to debate?

**Protecting Parkland** Part of the money Congress designates for the upkeep of federal parks goes to Yellowstone National Park, which is visited by thousands each year. **Analyzing** Why do you think the power for funding of federal parkland is not given to the states?



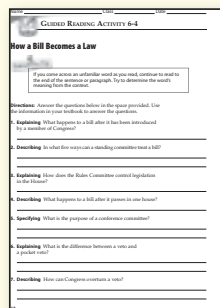
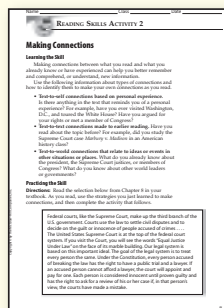
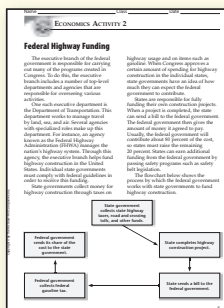
198

## Leveled Activities

**OL** Economics Activity 2, URB pp. 5–6

**AL** Reading Skills Activity 2, URB pp. 7–8

**ELL** Guided Reading Activity 6–4 pp. 42







**Presidential Signing** The majority of bills passed by Congress are signed into law by the president. In 1962, President John F. Kennedy signed a bill designating the home of abolitionist Frederick Douglass as a national monument as his descendants looked on. **Speculating** Why might a president refuse to sign a bill?

## From Bill to Law

**Main Idea** To become a law, a bill must be passed in identical form by both chambers of Congress.

**Civics & You** As a bill is considered, both houses of Congress keep a check on it. Read to find out why the houses must agree on each law.

Every bill starts with an idea. The ideas for new bills come from private citizens, the White House, or from **special-interest groups**—organizations made up of people with common interests.

Whatever its source, a senator or representative must introduce a bill before Congress will consider it. Every bill is given a title and a number when it is submitted. For example, during the first session of Congress, the first bill introduced is called S.1 in the Senate and H.R.1 in the House.

## Committee Action

After a bill is introduced, it is sent to the standing committee that is related to the subject of the bill. Standing committees have life-and-death power over bills. The committee can (1) pass the bill, (2) mark up a bill with changes and suggest that it be passed, (3) replace the original bill with a new bill, (4) ignore the bill and let it die (which is called "pigeonholing" the bill), or (5) kill the bill outright by majority vote.

## Debating a Bill

Bills approved in committee are ready for consideration by the full House or Senate. When bills do reach the floor of the House or Senate, the members argue their pros and cons and discuss amendments. The House accepts only amendments relevant to the bill. The Senate, however, allows riders—completely unrelated amendments—to be tacked onto the bill.

## Reading Strategy

**Visualizing** Tell students that in the sixteenth century, a pigeonhole was a small, indented space where a pigeon, or small dove, rested. Today, people associate the word with putting something aside and forgetting about it. Have students sketch a pigeonholed bill. **BL**

## Skill Practice

**Evaluating** Ask: **Should the Senate permit riders on bills?** (Answers will vary. Some students might feel riders are wrong because they allow senators to secretly pass legislation that might not pass on its own. Others might feel that riders are time-savers, passing needed legislation without introducing a separate bill.) **AL**

### Caption Answer:

Answers will vary, but students may suggest that the president may personally disagree with the bill.

## Additional Support

### Activity: Collaborative Learning

**Comparing and Contrasting** Have students work in pairs. Ask partners to access the Internet at [www.historylearningsite.co.uk/how\\_laws\\_are\\_made\\_in\\_great\\_britain.htm](http://www.historylearningsite.co.uk/how_laws_are_made_in_great_britain.htm) to read about the legislative process in Great Britain. Direct students to write down four similarities and four differences between Great Britain's Parliament and the

American Congress. Then show brief segments of televised Congressional and Parliamentary floor debates. As a class, compare and contrast the two systems. Ask volunteers to name the better system. Ask students to defend their opinions with specific reasons. **AL**

## R Reading Strategy

**Determining Importance** Ask: **Why is cloture important to the lawmaking process?** (Cloture restricts each speaker's comments to one hour, which allows other legislators to address the floor and continue discussion on a bill.) **BL**

## W Writing Support

**Personal Writing** Ask students to write one-page personal essays explaining their views on the current gender distribution in Congress. **OL**

**Reading Check** Answer: A rider is an unrelated addition to a bill. Senators may attach riders to pass legislation that might fail to pass if introduced as separate bills.

## Analyzing Charts

### Answers:

1. A majority vote passes legislation, so the party with more members usually gets more legislation passed.
2. Students may state that men have been in Congress from the beginning, so that tradition lends itself to having more men in Congress now.

## Differentiated Instruction

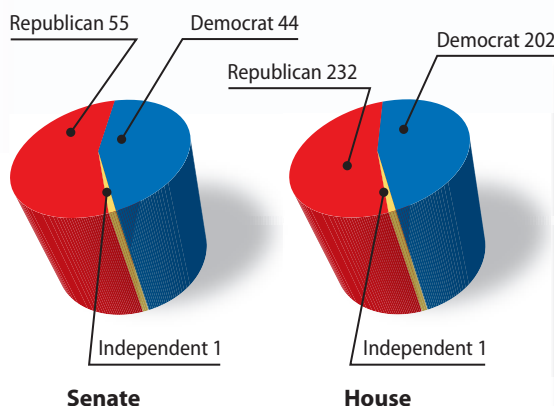
**Rules of Debate** In the House, the Rules Committee sets the terms for debate. It usually puts time limits on the discussion, for example, to speed up action. The Senate, because it is smaller, has fewer rules. Senators can speak as long as they wish. At times they take advantage of this custom to **filibuster**, or talk a bill to death. One member can speak—holding the floor for hour after hour, delaying a vote until the bill's sponsor withdraws the measure.

**R** The Senate can end a filibuster if three-fifths of the members vote for **cloture**. Under this procedure, no one may speak for more than one hour. Senators rarely resort to cloture, though. In 1964, during debate on the Civil Rights Act, the Senate waited out a 74-day filibuster by senators opposed to the legislation.

**Reading Check Speculating** What is a rider to a bill? Why do you think Senators attach riders to bills?

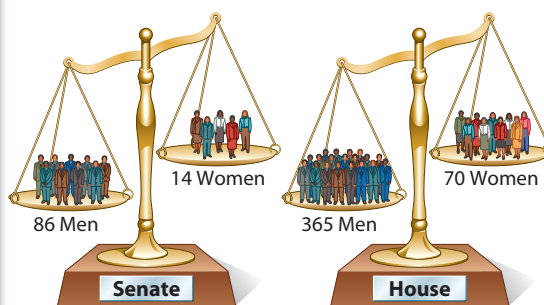
## Profile of the 109th Congress

### Party Affiliation



Source: Library of Congress: Congressional Research Service.

**W**



Source: www.opencrs.com, Membership of the 109th Congress: A Profile.

### RACIAL DIVERSITY IN CONGRESS

Ethnicity	House	Senate
African American	42	1
Asian American	6	2
Hispanic American	26	3
Native American	1	0

AVERAGE AGE	
House	Senate
55	66

### Analyzing Charts

1. **Explaining** Why is it important which political party has the most members in the House or Senate?
2. **Analyzing** Why do you think there are so many more men than women in Congress?

## Analyzing a Diagram

- Objective:** Understand the basic process of impeachment
- Focus:** Have students identify the diagram's format.
- Teach:** Discuss the definition of "impeachment."
- Assess:** Have groups design diagrams identifying roles played during impeachment.
- Close:** Have groups share their diagrams.

## Differentiated Instruction Strategies

- BL** Tell who serves as jury and judge during an impeachment process.
- AL** Research the process for presidential impeachment in other countries and compare them to U.S. impeachment procedures.
- ELL** Define "proceedings" and "presides" and come up with synonyms for each word.

**CHART, GRAPH, AND MAP SKILLS ACTIVITY 6**

**Analyzing a Diagram**

Diagrams are used to show or explain different types of information. Because diagrams can take on many formats, they offer flexibility and versatility in their ability to convey important content. When diagrams show the various components of a process or the steps involved in a process, use the following steps to help you analyze a diagram.

- Read the title to identify the subject of the diagram. Consider what key information is being conveyed through the diagram.
- Examine the diagram's format. Think about whether the diagram shows a step-by-step process, a comparison of items, a set of instructions, or some other information.
- Read and review each part of information presented in the diagram. Think about the way in which each detail connects to the main idea of the diagram.

**Practicing the Skill**

Directions: Read the information in the diagram below, and answer the questions that follow in the space provided.

**Congress's Power of Impeachment**

- Majority of House of Representatives must approve impeachment resolution
- Senate holds trial

- Supreme Court Chief Justice presides
- Senators serve as jury
- 2/3 vote needed for conviction

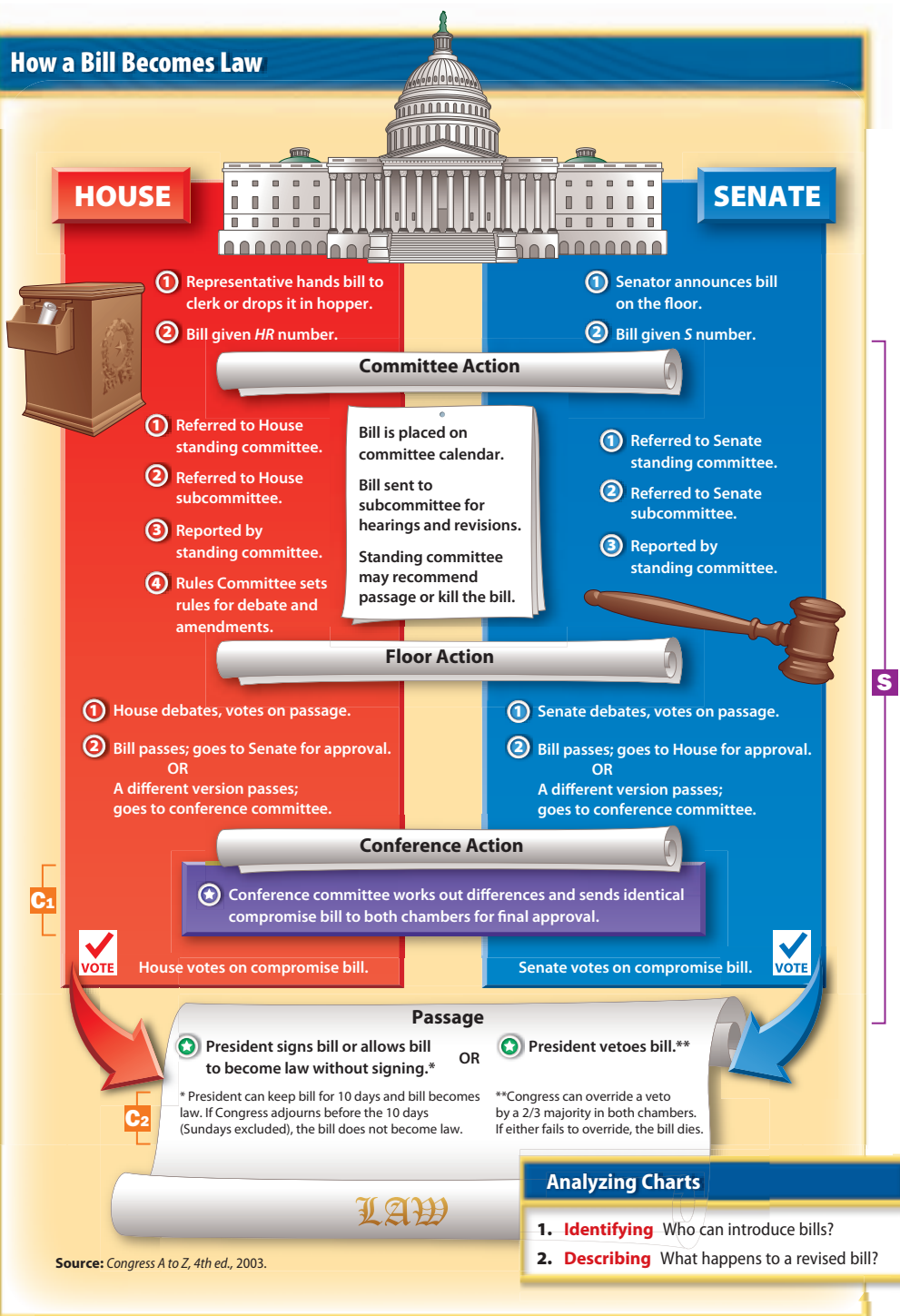
- If convicted, president is removed from office
- Cannot hold another federal office
- Can have new criminal charges for actions
- Vice president becomes president

- If convicted, president is removed from office
- Cannot hold another federal office
- Can have new criminal charges for actions
- Vice president becomes president

1. **Identifying** In which part of Congress must impeachment proceedings begin?

2. **Specifying** What must happen for impeachment proceedings to go to trial?

## How a Bill Becomes Law



## S Skill Practice

**Synthesizing Ask:** From the diagram, what are the four main steps from bill to law? (committee action, floor action, conference action, passage) **ELL**

## C1 Critical Thinking

**Determining Cause and Effect Ask:** Why are conference committees made up of both Senators and Representatives? (Conference committees can then draft a bill that both houses will accept.) **OL**

## C2 Critical Thinking

**Making Inferences Ask:** Why might the President hold a bill for 10 days, allowing it to become law? (The President may not personally agree with the bill but may believe it is necessary or it will pass with Congressional override.) **AL**

## Analyzing Charts

### Answers:

1. Senators and Representatives
2. The president signs it into law, holds it for ten days, or vetoes it.

## Analyzing Charts

1. **Identifying** Who can introduce bills?
2. **Describing** What happens to a revised bill?

## Hands-On Chapter Project Step 4

## Mock Senate

**Step 4: Drafting a Compromise Bill**  
Groups of students near the end of the law-making process in their mock Senate.

**Directions** Before class, revise each bill as if it were the version of the bill passed by the House of Representatives. Be sure to include some significant differences that must be resolved in committee. Have students return to their original groups, which

are now conference committees. Give each "committee" one of the bills they previously passed, as well as the corresponding "House" version. Direct committee members to underline the differences between the bills on their copies. Ask committees to discuss compromises that will be acceptable to both houses. Have committees draft a new compromise bill. **OL**

(Project continued on the Visual Summary page)



## D Differentiated Instruction

**English Learners Ask:** From the description of a pocket veto, why is this term appropriate? (Because the bill is shelved and forgotten about, it's as if it has been placed in someone's pocket, out of sight.) **ELL**

**Reading Check** **Answer:** A conference committee is formed when two versions of the same bill are passed, and they submit a revised bill.

## Assess



**Study Central™** provides summaries, interactive games, and online graphic organizers to help students review.

## Close

**Sequencing** List the following steps of the legislative process on the board: The full House or Senate debates the bill. The bill is numbered and named. The conference committee drafts a compromise bill. The bill is introduced. Both houses pass the identical bill. The bill is referred to a standing committee. The bill is sent to the president. Ask students to copy and correctly order the steps. **OL**

## Section 4 Review

## Voting on a Bill

After a bill is debated, it is brought to a vote. Voting in the House is done in one of three ways. The simplest is a **voice vote**, in which those in favor say "Yea" and those against say "No." The Speaker determines which side has the most voice votes. In a **standing vote**, those in favor of a bill stand to be counted, and then those against it stand to be counted. The third method is a recorded vote, in which members' votes are recorded electronically.

The Senate has three methods of voting: a voice vote, a standing vote, and a roll call. In a **roll-call vote**, senators respond "Aye" or "No" as their names are called. A simple majority of all members that are present is needed to pass a bill. If a bill passes in one house, it is sent to the other. If either the Senate or the House rejects a bill, it dies.

The Senate and House must pass a bill in identical form before it becomes law. When two versions of the same bill are passed, a conference committee with members from

both houses work out the differences and submit a revised bill. The House and Senate must either accept it without amendments or completely reject it.

**Action by the President** After a bill is approved, it goes to the president. One of four things may then happen. The president may sign the bill and declare it a new law. The president may **veto**, or refuse to sign, the bill. The president may also do nothing for 10 days. At that point, if Congress is in session, the bill becomes law without the president's signature. If Congress has adjourned, the bill dies. Killing legislation in this way is called a **pocket veto**.

If the president vetoes a bill, Congress has one last chance to save it. As you read earlier, Congress can override the veto with a two-thirds vote of each house. This is not an easy task, though. From 1789 through 2005, Congress overturned only 106 vetoes.

**Reading Check Explaining** When is a conference committee formed and what is its purpose?

## Section 4 Review

### Vocabulary

- Define** the following terms and use them in sentences that relate to the lawmaking process: *joint resolution, special-interest group, filibuster, cloture, voice vote, standing vote, roll-call vote, veto, pocket veto.*

### Main Ideas

- Contrasting** What is the difference between public and private bills? What are resolutions?
- Hypothesizing** Why do you think a bill has to pass both houses of Congress to reach the president's desk?

### Critical Thinking

- Explaining** Why is the action of a standing committee so important to the passage of a bill?
- BIG Ideas** On a web diagram like the one below, write the different actions the president can take when deciding on the passage of a bill.



### Writing Activity

- Persuasive Writing** Do you think it is necessary for a bill to go through so many steps to become a law? Write a one-page essay in which you express your view. Make sure you include reasons to defend your view.



**Study Central™** To review this section, go to [glencoe.com](http://glencoe.com).

## Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- A public bill addresses a national or general concern whereas a private bill focuses on individual people and places.
- The focuses of the House and Senate are slightly different (district vs. state). Both sets of perspectives need consideration.
- A standing committee can pass, change, ignore, or kill a bill.
- sign into law; veto; do nothing for 10 days
- Answers may include the idea that it is important that laws be just and well-considered because they bind every resident of the United States.

# Visual Summary

## Comparing the House and the Senate

The Congress of the United States was created by Article I, Section 1, of the Constitution, providing that "All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and a House of Representatives."



HOUSE*	SENATE
Members chosen from local districts	Members chosen from an entire state
Two-year term	Six-year term
A representative must be at least 25 years of age and must have been a citizen of the United States for at least 7 years	A senator must be at least 30 years of age and must have been a citizen of the United States for at least 9 years
House members must be residents of the state from which they are chosen	Senate members must be residents of the state from which they are chosen
435 voting members; the number representing each state is determined by population	Composed of 100 members; 2 from each state
Originally elected by voters	Originally (until 1913) elected by state legislatures
May impeach federal officials	May convict federal officials of impeachable offenses
More formal rules	Fewer rules and restrictions
Debate limited	Debate extended
Floor action controlled	Unanimous consent rules
Less prestige and less individual notice	More prestige and media attention
Originates bills for raising revenues	Power of "advice and consent" on presidential appointments and treaties
Local or narrow leadership	National leadership
The Speaker of the House is the presiding officer	The vice president of the United States is the presiding officer

\*Some of these differences, such as terms of office, are provided for in the Constitution, while others, such as debate rules, are not.



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203

## Visual Summary 6

**Making Connections** Tell students that the actions of Congress affect the lives of all Americans. Have students work in pairs to research information on the Internet about bills currently debated or recently passed in the House and Senate. Direct students to [thomas.loc.gov](http://thomas.loc.gov) for current legislation. Then have the students identify two bills (or laws) that directly affect their lives. **Ask:** Why might people in this classroom disagree about the personal importance of a bill or law? (Everyone has different opinions.) Have students create a chart listing the bill or law name, its number, and the effects it has on students' lives. **OL**

**Evaluating Ask:** Based on the information in the chart, which would you rather be—a congressperson or a senator? (Opinions will vary.) Have students work in groups to write a poem to identify their choice and explain their reasoning. **AL**

## Hands-On Chapter Project Step 5: Wrap-Up

### Mock Senate

**Step 5: Evaluating the Activity** Students will finish the process they started in Step 1.

**Directions** Tell students that both the Senate and House passed the compromise bills they wrote in Step 4. The bills are now on the president's desk awaiting signature. Distribute an evaluation form to each student. Have students complete the evaluations on

their own. Reconvene the class and then ask volunteers to share their comments about the class as a model Senate.

**Evaluation** Evaluations can be modeled after the following.

1. Were the bill sponsors prepared to answer questions during floor debate? Were they able to support their views with facts and logic?
2. Were you prepared to question or chal-

lenge other bill sponsors? What helped you prepare? What else might you have done?

3. Did you change any of your votes as a result of the floor debate? Which one(s)? What persuaded you to vote differently?
4. How well did your group work together? Did you display qualities of successful Senate members? Explain. **OL**

## Answers and Analyses

### Reviewing Vocabulary

**1. D** Students may incorrectly select constituents since voters elect House members who, in turn, choose the Speaker if they are members of the majority party. Lobbyists are not members of the House but, rather, outsiders representing special interest groups that attempt to influence how legislators vote. Standing committees receive bills for consideration at the Speaker's direction. Only majority party members choose the Speaker of the House.

**2. D** The franking privilege is the right of legislators to mail official correspondence free of charge. Students may confuse the remaining three answers as they refer to rights denied to Congress. An ex post facto law is one that outlaws an act after it has been committed, while a bill of attainder is a congressional act that convicts and punishes an accused person without benefit of a trial. The third limit of power—suspension of the writ of habeas corpus—refers to an individual's right to hear official charges in court.

**3. D** Gerrymandering is the practice of oddly configuring districts for political advantage. Special-interest groups are private groups that attempt to influence how legislators vote. Only two answers describe acts/responsibilities of Congress: pork-barrel projects and casework. Through casework, members of Congress help constituents resolve their problems with government agencies. Pork-barrel projects, which bring money and other benefits to states, are authorized by the addition of unrelated provisions to existing bills.

**4. A** Students may be confused since all answers list congressional voting methods. Roll-call votes are time-consuming because each member's name must be called and his/her vote cast. Standing votes are not simple because each standing member must be identified and counted. Computerized votes require complicated technology. Voice votes are simplest because the volume of the responses indicates the wishes of the majority.

### TEST-TAKING TIP

Answer the questions you know first and go back to those for which you need more time.

*Directions: Choose the word(s) that best completes the sentence.*

- \_\_\_\_\_ choose the Speaker of the House.  
**A** Lobbyists                      **C** Standing committees  
**B** Constituents                **D** Majority party members
- \_\_\_\_\_ requires police to bring a prisoner to court to explain why they are holding him or her.  
**A** A bill of attainder        **C** An ex post facto law  
**B** The franking privilege    **D** A writ of habeas corpus
- Members of Congress bring government funds to their state through \_\_\_\_\_.  
**A** casework                      **C** gerrymandering  
**B** special-interest groups    **D** pork barrel projects
- The simplest way to vote in the House and the Senate is a \_\_\_\_\_.  
**A** voice vote                      **C** roll-call vote  
**B** standing vote                **D** computerized vote

### Reviewing Main Ideas

*Directions: Choose the best answer for each question.*

#### Section 1 (pp. 176–182)

- The House and Senate meet as one body in \_\_\_\_\_.  
**A** a standing committee  
**B** odd-numbered years  
**C** caucuses  
**D** a joint session

- The \_\_\_\_\_ is the most powerful leader in the House of Representatives.  
**A** Speaker of the House  
**B** president pro tempore  
**C** vice president  
**D** minority leader

#### Section 2 (pp. 184–188)

- Which of the following legislative powers is implied by the elastic clause?  
**A** coining money  
**B** creating an air force  
**C** regulating foreign trade  
**D** establishing post offices
- What nonlegislative power resides in the House of Representatives?  
**A** trying public officials  
**B** impeaching federal judges  
**C** establishing bankruptcy laws  
**D** approving presidential nominees

#### Section 3 (pp. 190–196)

- Which of the following is a requirement for representatives in the House?  
**A** be at least 30 years old  
**B** live in the state they represent  
**C** live in the district they represent  
**D** be U.S. citizens for at least 9 years
- What is NOT a major responsibility of representatives?  
**A** writing and introducing bills  
**B** voting on the floor of the House  
**C** troubleshooting for people in their district  
**D** providing analysis for the IRS

**GO ON** 

### Reviewing Main Ideas

**5. D** There are no scheduled meetings between the houses of Congress between regular sessions or after each census. The Constitution provides instructions for handling the death or resignation of a senator, so no meeting is necessary. Of the four answers, only the State of the Union address presents the opportunity for members of both houses to meet.

**6. C** Students may incorrectly choose senior members who may or may not have more influence than other members of Congress. Members of a minority party have less power than those of a majority party to pass legislation. While leading members on joint committees are influential, their power is not equal to the chairpersons of standing committees, who determine the order in which their committees will consider bills.



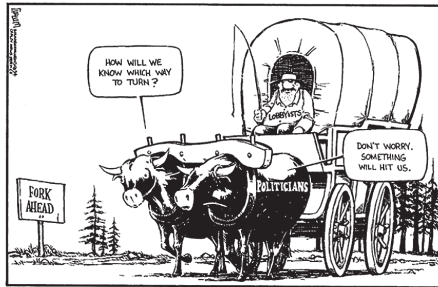
## STANDARDIZED TEST PRACTICE

### Section 4 (pp. 197–202)

11. What is the term for ignoring a bill and letting it die?
- A earmarking
  - B cloture
  - C gerrymandering
  - D pigeonholing
12. What may happen to a bill in the House after the bill leaves committee?
- A Representatives add riders to the bill.
  - B The House clerk assigns a number to the bill.
  - C Representatives add amendments related to the bill.
  - D Representatives vote for cloture to limit debate on the bill.

### Critical Thinking

Directions: Base your answers to questions 13 and 14 on the cartoon below and your knowledge of Chapter 6.



13. Determine the cartoonist's point of view. How would he describe politicians?
- A extremely ruthless
  - B easily manipulated
  - C scrupulously honest
  - D fiercely independent

14. Analyze the symbols in the cartoon. What does the wagon most likely represent?
- A casework
  - B legislation
  - C franking privileges
  - D campaign contributions

### Document-Based Questions

Directions: Analyze the following document and answer the short-answer questions that follow.

Article 1, Section 7, U.S. Constitution

In this section of the Constitution the passing of a bill is discussed.

*Every bill which shall have passed the House of Representatives and the Senate, . . . [and] Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President. . .*

—U.S. Constitution

15. Why do you think the Framers decided that all three arms of the government—the House of Representatives, the Senate, and the president—must be made aware of all bills and issues discussed in Congress?
16. What issue is the exception to this plan of review?

### Extended Response

17. Write a brief essay describing two ways a president might stop a bill from becoming law.

STOP

**Civics ONLINE**

For additional test practice, use Self-Check Quizzes—Chapter 6 on [glencoe.com](http://glencoe.com).

### Need Extra Help?

If you missed question...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Go to page...	180	188	196	202	178	180	185	187	191	194	199	201	192	195	201	202	202

Chapter 6 205

**7. B** Of the answers, three are expressed powers: coining money, regulating foreign trade, and establishing post offices. Only creation of an air force is implied by the elastic clause, since the Constitution expressly empowers Congress to maintain a military (army and navy).

**8. B** Two powers refer to the Senate: trying public officials and approving presidential nominees. A third—establishing bankruptcy laws—is a legislative power.

**9. B** Two answers refer to Senate requirements: at least 30 years old and citizenship of 9 years or more. A third is not a requirement of either house—live in the district they represent. Only the requirement that members of the House live in the state they represent is accurate.

**10. D** Three answers are, indeed, House responsibilities: writing and introducing bills, voting on the House floor, and troubleshooting (or doing casework) for their

constituents. The fourth answer—analyzing budgetary decisions—rests primarily on government agencies.

**11. D** The practice of earmarking is the power of Congress to identify how funds will be allocated to one or more projects. Students may confuse the three remaining answers, as all refer to types of congressional legislation.

**12. C** Students who select answers A and D confuse the House with the Senate. Only senators add riders or use cloture to end filibuster. Students who select answer B have incorrectly sequenced the legislative process, as bills are numbered before going to committee.

### Critical Thinking

**13.** Students who identify the cartoonist's viewpoint of easily manipulated politicians recognize that the oxen (politicians) are directionless and are guided by the whip (or influence) of lobbyists.

**14. B** Students who correctly identify legislation realize that lobbyists try to influence congressional voting on legislation. Casework is not a lobbyist's concern. Franking privileges are not influenced by lobbyists. Campaign contributions are not the job (or load) of Congress.

### Document-Based Questions

**15.** Answers will vary, but students may note that it forces everyone to be involved in the process, thus creating more steps in the process and eliminating unnecessary laws. It also serves as another form of checks and balances.

**16.** adjournment of Congress

### Extended Response

**17.** Student essays will vary but should accurately describe a direct veto and a pocket veto.

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Have students visit the Web site at [glencoe.com](http://glencoe.com) to review Chapter 6 and take the **Self-Check Quiz**.

### Need Extra Help?

Have students refer to the pages listed if they miss any of the questions.